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ABSTRACT

Recognizing the inadequate supply of teachers willing to work with disadvantaged students, this project sought to dissipate the stereotypes and misconceptions of disadvantaged people held by prospective teachers. To accomplish this, four design and evaluation conferences were held to plan clinical experiences for prospective teachers and to develop a student manual of clinical experiences. Also, a pilot study was conducted to determine the feasibility of incorporating the clinical experiences in vocational teacher education at three universities each using different plans. Temple University integrated clinical experiences into the existing methods courses; Southern Illinois developed a new clinical experiences course; and Colorado State University provided clinical and field experiences during the student teaching quarter. A result of the study was a self-contained manual of 20 clinical experiences to be used in preparing more effective teachers of disadvantaged youth. The manual can be easily incorporated into existing vocational teacher-training programs, and should result in more student teachers wanting to teach the disadvantaged, and make them more effective in doing so. The five groups of experiences in the manual familiarize the student teacher with the disadvantaged student, the poverty community, and the makeup of a typical high school in a disadvantaged community. (Author/JS)

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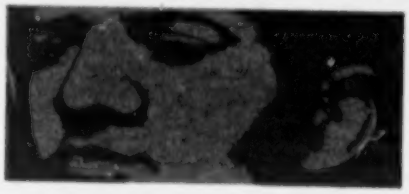

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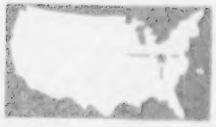

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RESEARCH AND DEVELOPMENT
SERIES NO. 72

DESIGNS FOR THE PREPARATION OF VOCATIONAL AND TECHNICAL TEACHERS OF SOCIOECONOMICALLY DISADVANTAGED YOUTH

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A FINAL REPORT
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PREFACE

An educational system may be described as a large collection of tasks so defined and organized that their performance results in students learning selected capabilities. The effectiveness of the educational system thus depends upon the availability of people collectively capable of performing the wide variety of tasks required by the system. Identifying these tasks for vocational-technical education, organizing them into coherent groups which constitute a reasonable set of related jobs, and developing means for training people to perform these jobs effectively is the overall goal set for The Center's program in personnel development called "Cooperative Development of Performance-Based Professional Curricula for Vocational Education Personnel."

One set of capabilities needed by the educational system, but not commonly provided by present teacher education programs, includes those necessary for effective teaching of socioeconomically disadvantaged youth. Earlier studies at The Center and elsewhere demonstrated that the knowledge, values, perceptions, capabilities, and continuing out-of-school influences and resources of these students would require modification of usual teaching practices; and teachers would need to learn the necessary special capabilities through experiences not available in usual programs. This report describes some methods designed to provide these important capabilities. Although the methods have had only limited field trial, it is expected that many who have responsibility for preparing or supervising teachers of disadvantaged students will find the methods to be a useful source of ideas and material.

Many people and institutions made substantial contributions to the work reported here and we gratefully acknowledge their invaluable assistance. Though not all important contributors can be recognized individually, we owe an unusually large debt of gratitude to the three people and their universities who conducted important parts of the work and generously provided both ideas and counsel: Mary Margaret Brady at Southern Illinois University, Albert Masterson at Colorado State University, and Robert A. Schultheis at Temple University. Special recognition also is due the two former Center staff members who prepared this report: Harry Huffman, Colorado State University, for his conceptualization and direction of the project, and Clyde W. Welter for his many contributions to its design and execution.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

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SUMMARY

Vocational education programs have unique contributions to make to disadvantaged youth. Furthermore, vocational education programs are particularly relevant to disadvantaged youth because the learning experiences have a pragmatic orientation which is more directly related to the learning styles of disadvantaged youth than are the traditional academic programs.

One of the major factors that has hampered the expansion of these programs has been the inadequate supply of teachers who are willing and competent to teach disadvantaged youth. This inadequate supply of teachers is the major problem with which this project is concerned. There might be several reasons offered for this scarcity of teachers but the basic assumption of the project is that stereotypes and misconceptions about the disadvantaged people are held by prospective teachers and if these stereotypes and misconceptions can be overcome, many of these prospective teachers will be eager to teach in schools serving the disadvantaged community.

Four design and evaluation conferences were held. The Clinical Experience Manual Conference at The Center for Vocational and Technical Education, Ohio State University drafted a manual of clinical experiences for prospective student teachers. The Planning Conference at Colorado State University established preliminary criteria to be used in evaluating the effectiveness of the proposed program of clinical experiences. The Planning Conference at Southern Illinois University planned additional clinical experiences to be provided by three participant teacher-educators and possible evaluation procedures in terms of measuring characteristics that are purportedly being changed. The Institute held by Temple University developed clinical experience units to serve as guidelines in preparing teachers to teach disadvantaged youth in Philadelphia.

A pilot study was conducted to test the feasibility of incorporating the clinical experiences in vocational teacher education programs at three universities each using different plans. Temple University incorporated clinical experiences in existing methods courses in vocational education. Southern Illinois University developed a new clinical experiences course. Colorado State University provided clinical and field experiences during the student teaching quarter.

The basic product of the study was a self-contained manual of plans to provide 20 clinical experiences in working with the disadvantaged community and students for prospective vocational

teachers. The manual is divided into five groups of experiences. Groups A, B, and C represent a deductive approach to familiarizing the student teacher with the disadvantaged student and the poverty community. Group D represents an inductive approach to helping the student gain accurate knowledge of and perceptions about the disadvantaged. The last group of experiences, Group E, are designed to be used with both the deductive and inductive approach. The purpose of these experiences is to help the student teacher to learn about the makeup of the typical high school in a disadvantaged community and to develop techniques for helping students learn about the world of work.

The main purpose of the manual is to provide clinical experiences in working with the disadvantaged and thereby prepare more effective teachers of the disadvantaged youth. Particular emphasis is placed on providing these experiences prior to student teaching in a school serving a disadvantaged community. Significant numbers of teachers resulting from such a program should be willing to accept positions in disadvantaged schools, and satisfactorily hold such positions. Each of the 20 clinical experiences may require approximately five hours of planning time on the part of the teacher-educator. Subsequent use of the clinical experiences will likely require only two to three hours of planning time.

The use of the Clinical Experience Manual can easily be incorporated into existing vocational teacher-training programs. It is likely that by exposing students to the clinical experiences outlined in the manual, more student teachers will want to teach the disadvantaged and will be more effective in doing so.

Changes in the vocational education program will cause one or more of the following program changes. Each change can be looked upon as an intervention in the present program. Providing clinical and field experiences (1) prior to recruitment into the vocational teacher education program by requiring completion of certain clinical experiences before official acceptance as a teacher education student; (2) within psychology, sociology, and behavioral science courses as an interdisciplinary activity; (3) in a methods course prior to student teaching; (4) as a part of the student teaching quarter or semester; and (5) after student teaching in a school not classified as serving disadvantaged youth.

Three potential educational consequences may result. First, it is anticipated that prospective teachers who participate in the various intervention plans will actively seek and accept positions in inner cities and ghetto areas and that they will be moderately to considerably successful in teaching. On the basis of the pilot study about three-fourths of cases fall in this category. Second, it is also anticipated that some teacher education students will definitely conclude that they do not have the interest and ability to teach in the inner-city and ghetto areas and

thus will not seek and accept such positions. A number of cases in the pilot study fell in this category. Third, it is further believed that when teacher education institutions establish such programs and operate them for five-10 years, youth who before shunned teacher education programs will be attracted to them.

PART I

CHAPTER I

THE PROBLEM

THE PROBLEM

Vocational education programs have a unique contribution to make to the education of disadvantaged youth. They can provide these youths with skills and abilities that will enable them to break out of the poverty cycles in which so many youths from the disadvantaged community are caught up. Furthermore, vocational education programs are particularly relevant to disadvantaged youth because the learning experiences found in such programs have a pragmatic orientation--an orientation which is more directly related to the learning styles of disadvantaged youth than are the traditional academic programs.

While the numbers and kinds of vocational education programs for the disadvantaged have been expanding, the expansion has been neither as rapid nor as widespread as one would expect. One of the major factors that has hampered the expansion of these programs has been the inadequate supply of teachers who are competent and willing to teach disadvantaged youth. This inadequate supply of teachers is the major problem with which this project is concerned.

Several reasons might be offered for the current scarcity of teachers who are willing to accept positions in schools with a disadvantaged clientele. Foremost among the reasons is that there is a general scarcity of teachers in the area of vocational education; therefore, those schools that offer the best facilities and are located in the most attractive communities attract a disproportionately large number of the available teachers.

Another possible reason for the teacher shortage in schools serving the disadvantaged is the negative image that has been created by the press and by certain writers about these schools. Unfortunately, news reports rarely focus on the positive aspects of teaching in poverty area schools.

Perhaps a third reason for the shortage of teachers in these schools, following from the second, is that most teacher trainees have very little accurate knowledge about disadvantaged youth. In fact, most teacher trainees have stereotypes of disadvantaged youth that are based on gross misconceptions. These misconceptions are fostered and are constantly reinforced by the unfavorable publicity, often one-sided views, given to inner-city and other poverty area schools. Thus, it seems reasonable to conclude that the potential teacher's lack of full and comprehensive knowledge

about disadvantaged youth may be the reason it is so difficult to recruit and retain these teachers in schools enrolling large numbers of disadvantaged students.

The tremendous idealism of our college youth today, if channeled in meaningful directions, can be a significant factor in meeting some of the problems of society. The Peace Corps and Vista programs are outstanding examples of the impact that can be made by idealistic young people. It is our contention that teaching the disadvantaged in our public schools can be just as positive and rewarding an outlet for the idealism of youth as are the Peace Corps and Vista.

This, then, is the basic assumption of this project. If the stereotypes and misconceptions about the disadvantaged held by prospective teachers can be overcome, if prospective teachers can be given accurate knowledge about the environmental and personal problems of disadvantaged youth, and if prospective teachers can be made aware of the tremendous impact that sensitive and well-prepared teachers can have on the lives of disadvantaged youth, many of these prospective teachers will be eager to teach in schools serving the disadvantaged.

Objectives

The objectives of this project are as follows.

1) To develop a design for vocational teacher education containing deductive and inductive clinical and field experiences. This objective has the following subobjectives:

   (a) To arrange the design so that prospective teachers gain an accurate and comprehensive knowledge[1] of disadvantaged youth and develop accurate perceptions of appropriate teacher behaviors; and

   (b) To arrange the design so that prospective teachers will desire to conduct their student teaching in schools serving the disadvantaged and eventually to accept positions and become successful in such schools.

---

[1]It should be pointed out that we are using the term knowledge in a very general sense to include things like understandings and insights. Furthermore, knowledge is regarded as being closely related to attitudes in the sense that the inadequate knowledge is contributing to unfavorable attitudes.

2) To report a comparison of the relative effectiveness of the deductive, inductive, and typical teacher education designs in accomplishing subobjectives (a) and (b) of Objective 1.

Before the research strategy to be used in accomplishing the purposes of this project is presented, the deductive and inductive procedures and the rationale for clinical and field experiences are discussed.

The Deductive Procedure

The deductive procedure might be referred to as a general approach. This procedure is designed to provide prospective teachers with exposure to and involvement with the general milieu of the disadvantaged community. Under the deductive procedure, the prospective teacher has many and varied experiences (visits to homes, stores, community agencies, etc.) in the disadvantaged community and, as a result, he begins to develop an accurate picture of the culture of that community. The exposure to a wide variety of situations enables the trainee to make a number of accurate generalizations which he thereafter can apply to specific situations.

This procedure, then, is designed to give the prospective teacher accurate and comprehensive knowledge about disadvantaged youth through numerous preplanned personal experiences in the general environment of the disadvantaged community.

The Inductive Procedure

The second procedure, the inductive procedure, might be referred to as the specific approach. Under this procedure, the prospective teacher establishes a close personal relationship (such as in a long-term tutoring situation) with one or a few disadvantaged youth. The prospective teacher, working closely with a few disadvantaged youth, will ultimately gain an understanding of these youth and will develop accurate perceptions of the environment that is pressing on them.

The basic premise of the inductive procedure is that once the prospective teacher has gained an accurate and comprehensive knowledge of the environment, problems, and interests of a few disadvantaged youth, he will be able to generalize this knowledge and thus have a better understanding of all disadvantaged youth.

Clinical and Field Experiences

Both the deductive and inductive approaches are based upon the assumption that an accurate knowledge about a situation is effectively attained by experience in and direct involvement with the situation. The project is designed to bring about such involvement by providing the prospective teacher with a series of clinical and field experiences.

A field experience consists of a planned visit to, observation of, and a report on the disadvantaged community, agencies serving the disadvantaged, or activities in which members of the disadvantaged community participate. However, if the experience also involves interaction with and analysis of the situation or persons being observed, if the main emphasis of the experience is on the development of an empathic understanding of the disadvantaged, the field experience becomes a clinical experience.

Under the deductive procedure, for example, a walking trip through the disadvantaged community to observe and report on the community's commercial activities would be a field experience. If the observer discusses the commercial activities with the merchants and others of the community in an effort to better understand the economics of the disadvantaged community as perceived by the people of the community, the field experience becomes a clinical experience.

The idea of providing clinical experiences in teacher education programs is certainly not a new concept. In the past, however, the majority of the clinical experiences have been confined to the school and have generally been in the form of student or practice teaching. Thus, providing clinical experiences for the potential teacher in the total community of the disadvantaged adds a new and important dimension to the teacher education program. It provides the potential teacher with a view of the cultural and environmental forces impinging upon the students--forces which are rarely discernable in the highly structured, formal, and rather artificial environment of the school.

Examples of the clinical and field experience outlines that were developed for use in this project are found in Part II of this report.

Support for the Clinical Experience Concept

The need for familiarizing teachers and potential teachers of the disadvantaged with the culture and environment of the disadvantaged community is becoming widely recognized and accepted. In reporting on a study of attitude change of teachers who had special training to teach the disadvantaged, Bowman noted:

> The regular contact during each semester with culturally disadvantaged children in both in- and out-of-school settings plus intensive programs of observations and participation in depressed areas are crucial to successful student teaching and subsequent teaching in schools for the culturally disadvantaged . . . (Bowman, 1968)

The Inter-university Conference Committee of the State of New York met in 1967 and identified several imperatives which tney believed symbolized urgent needs in teacher education for the disadvantaged. One of the imperatives identified pertains to the cultural and school shock experienced by beginning teachers:

> For the young beginning teacher assigned to a poverty area school there is . . . "cultural shock" with all this implies in terms of attitudes, mores, values and life styles of the disadvantaged . . . also "school shock"--being unprepared for all the shortcomings of the poverty area schools, its frequent physical dinginess and grimness, lack of instructional materials and equipment, attitudes of some disillusioned experienced teachers toward pupils and the profession, and the bureaucracy of the large city system that often blocks or discourages innovation and experimental changes. It is <u>Imperative</u> that teacher education programs do a much better job of preparing students for these shocks through realistic, well conceived and adequately supervised experiences in the community agencies, observing and participating . . . (Jablonsky, 1967)

School shock, though most extreme in poverty area schools, is something which teachers going into any school, particularly in a large system, must face. Student teaching helps to lessen this school shock for new teachers, especially if the student teaching experience is in a school similar to the school in which they will be teaching.

In the past, however, little has been done to ameliorate the cultural shock which teachers from middle class backgrounds encounter when assigned to a poverty area school. Because they have not been prepared for the life styles and mores of the disadvantaged community, such teachers are shocked and, consequently, have little regard for the disadvantaged students whom they are supposed to teach. The attitudes, mores, and values of the disadvantaged students are simply beyond the comprehension of teachers from middle class backgrounds. Faced with such a situation and with students they neither understand nor respect, even many potentially competent teachers will dispair of doing anything more than simply marking time until they are able to transfer to another

school. It is a sad situation when teachers do this, but it is a situation which might have been avoided if the teachers had pre-teaching experiences in the disadvantaged community under the guidance of perceptive, empathic teacher-educators.

The idea that observation and participation in the disadvantaged community is an important step in preparing to teach the disadvantaged has been well summarized by O'Brian:

> An effective way in which the teacher can gain insight into the world of youth with special needs is to become involved in their world. Reading and discussion alone cannot bring about the understanding that is needed; experiencing is a vital link that must be included. To read, study, experience, live and become involved is the road to understanding, appreciation, and empathy . . . a teacher of the disadvantaged must build a frame of reference upon which to base and from which he can project his expertise. (O'Brian, 1969)

The incorporation of clinical and field experiences (in the disadvantaged community) into the teacher education program is perhaps the most effective way that teacher-educators can help prospective teachers build an adequate frame of reference for teaching the disadvantaged.

Intervention of Clinical Experiences in the Typical Teacher Education Model

The model shown in Figure 1 graphically illustrates the typical teacher education program.

Many students enter college with occupational aspirations developed as a result of family and teacher influences. Some of these students, because of their favorable relationship with a secondary school teacher, will already have decided to enter the teacher education program. Conversely, other students will enter college without having made a decision concerning their occupational future. Of these students, many will eventually enter the teacher education program, but they will not make their decision to do so until after they have completed a year or two of exploratory college work.

To list all the reasons young people decide to enter the teaching profession would be impossible. However, the student who has elected to enter the teacher education program typically has achieved a fair amount of academic success and has developed interests, perceptions, and attitudes which have led to his commitment to teaching as an occupation.

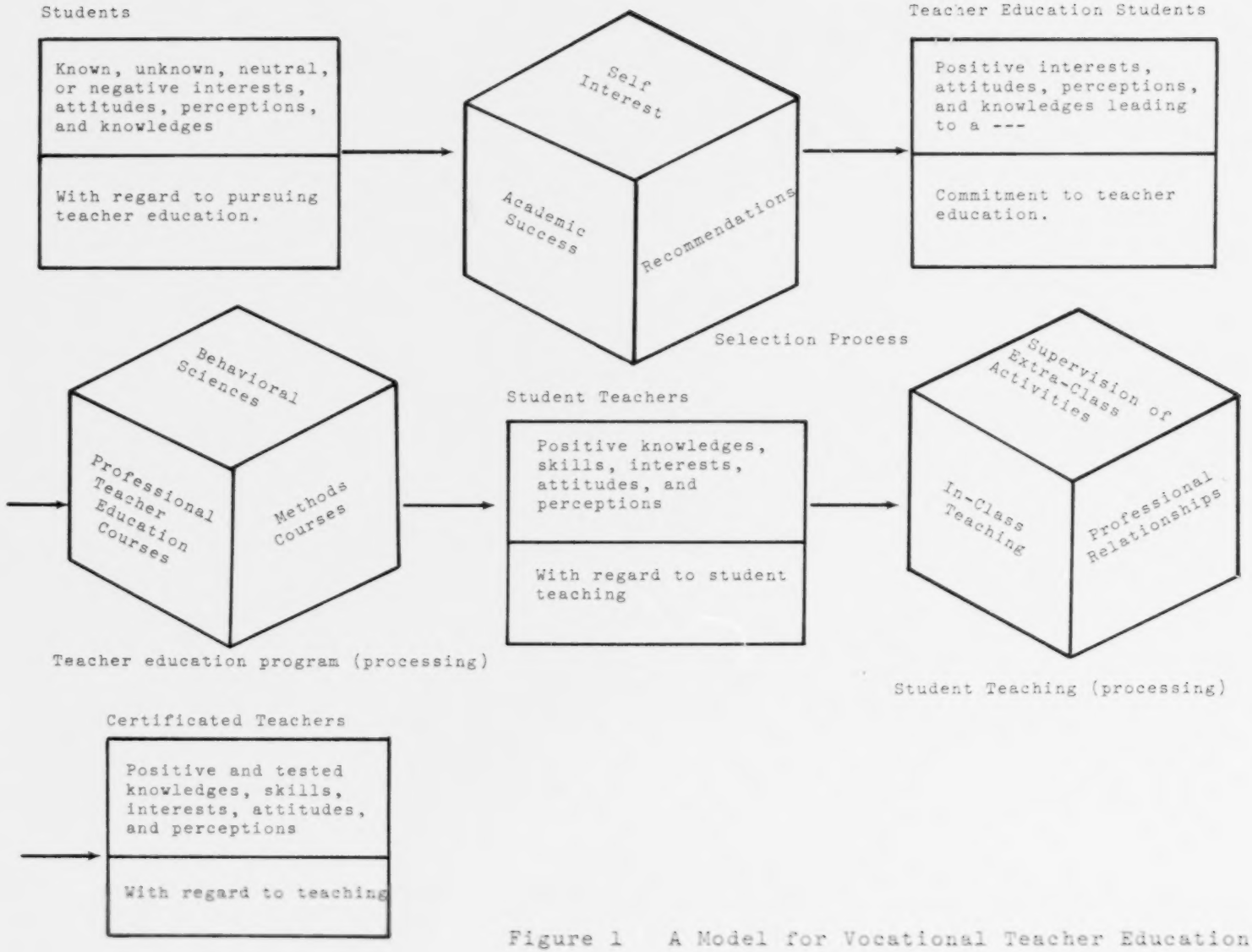


Figure 1 A Model for Vocational Teacher Education

Once in the teacher education program, the student pursues courses in the behavioral sciences, in methods of teaching, and in the history and philosphy of education. As a result of these courses he gains specific knowledges, skills, and perceptions that will prepare him for student teaching.

The student teaching experience reinforces the student's interest in teaching and provides him with the opportunity for testing how well he is able to apply his skills and knowledges in a teaching situation.

Conspicuously absent from the teacher education model shown in Figure 1 is any confrontation between the student teacher and the community in which the school operates. The purpose of clinical experiences is to bring about such a confrontation. The various interventions by which clinical experiences may be introduced into the typical teacher education program are discussed below.

Intervention Plans

Clinical and field experiences can be treated as interventions in different parts of the total teacher education program for teachers of the disadvantaged. The intervention in any one part may be thought of as sufficient to prepare the prospective teacher for adequately dealing with the educational problems of disadvantaged youth. On the other hand, intervention of such experiences in two or more parts may be considered necessary for a significant effect on the successful teaching behavior of the prospective teacher. Several of these intervention techniques are discussed below. The five intervention plans from which the selection was made include: (1) providing clinical and field experiences prior to recruitment into a teacher education curriculum; (2) providing clinical and field experiences within the required psychology, sociology, and behavioral science courses that are a part of the total degree curriculum; (3) providing clinical and field experiences as a methods course prior to student teaching; (4) incorporating clinical and field experiences in the student teaching quarter or semester; and (5) providing clinical and field experiences after student teaching in a school that is not classified as serving disadvantaged youth. Each of these intervention plans will be separately discussed.

The first plan, as shown in Figure 2, involves reaching into the high school to provide opportunities for high school youth to gain experiences as teacher helpers in schools serving disadvantaged youth. This plan would be implemented through cooperation with some organization such as the Future Teachers of America and would be one means of recruiting high school students into teaching programs for prospective teachers of the disadvantaged. When counseled prior to entering a college curriculum, high school stu-

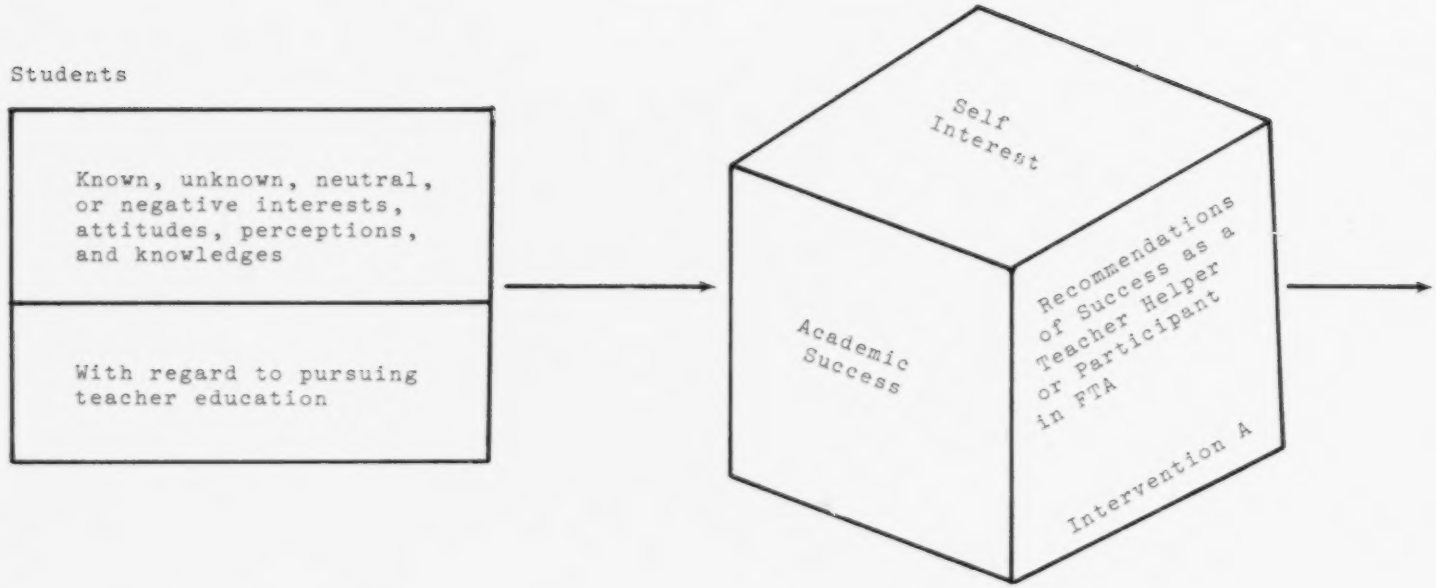
dents could examine their past academic success, evaluate their self-interest in teaching disadvantaged youth, and review their teacher-help experiences to determine whether they desire to enter a teacher education program for teachers of the disadvantaged. While this plan has merit, it was not considered in the pilot program.

The second plan, as shown in Figure 3, involves cooperation and coordination with the behavioral science department in providing experiences within the required courses that assist students in understanding the educational needs of ghetto and poverty youth. Under this plan, the behavioral science department would cooperate with vocational educators in selecting experiences that truly assist the student in analyzing his interests and perceptions concerning teaching and working with disadvantaged youth. Continuous coordination between the behavioral science and vocational education departments would be required to provide the feedback and involvement necessary for the success of this plan.

Since this plan would not fully involve the vocational teacher education staff in the program of clinical and field experiences (and hence would limit their feedback of information concerning the success or failure of the experiences) it was not considered in the pilot program.

The third plan, also shown in Figure 3, intervenes in the teaching methods courses under the direction of the vocational teacher education staff. The intervention may occur either in one or more of the regular methods courses as was done by Temple University, or it may occur in a newly organized course as was done by Southern Illinois University. The Temple University and Southern Illinois University procedures are discussed fully in Chapter IV. The variations possible when using the third plan enable the vocational teacher education staff to design experiences specifically suitable for prospective vocational teachers; and in addition, they provide immediate feedback concerning the success or failure of the clinical and field experience program. For these reasons, the variations of the third plan were made a part of the pilot program.

The fourth plan, as shown in Figure 4, involves providing clinical and field experiences during the student teaching semester or quarter, as was done at Colorado State University, which will be discussed in detail later. In this plan, student teachers travel to and live in the disadvantaged community, gaining a number of their experiences prior to being assigned to classroom teaching. Furthermore, they continue gaining the experiences throughout their student teaching. This plan is administratively feasible in the sparsely populated Rocky Mountain area and in schools serving disadvantaged youth in small communities. This plan was made a part of the pilot program.

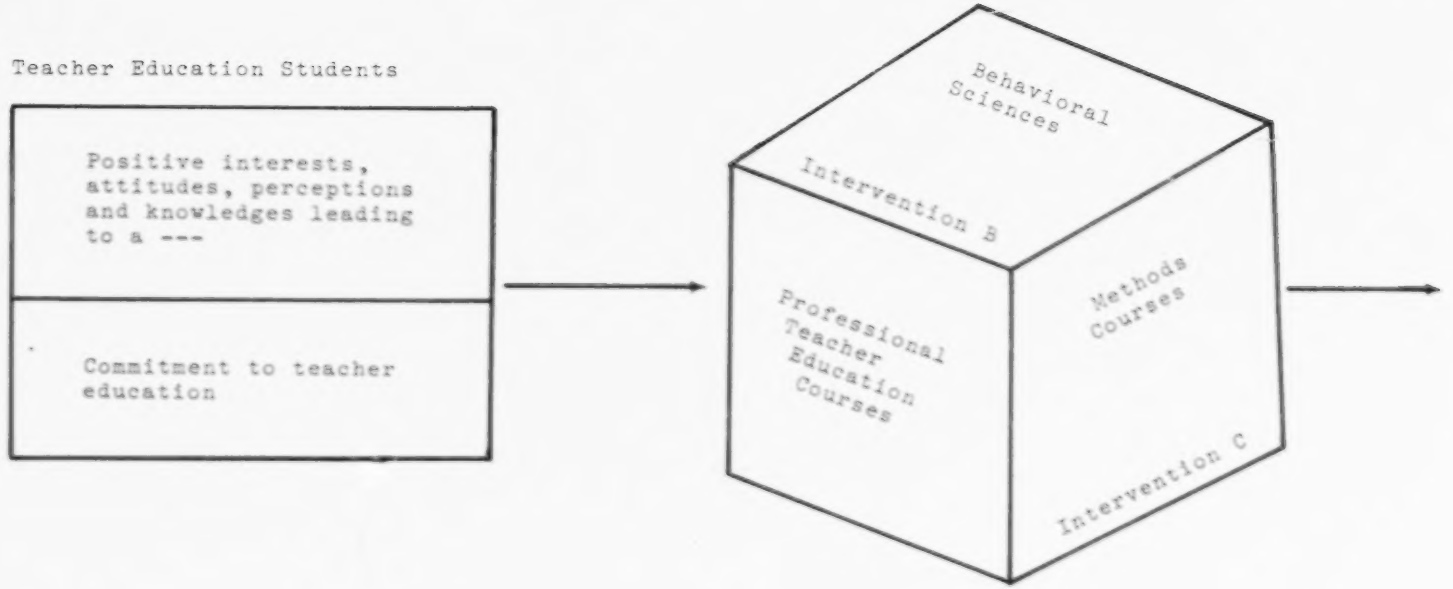

Students
Known, unknown, neutral, or negative interests, attitudes, perceptions, and knowledges
With regard to pursuing teacher education
Self Interest
Academic Success
Recommendations of Success as a Teacher Helper or Participant in FTA
Intervention A

Intervention A: Clinical and

Field Experiences in the

SELECTION PROGRAM

Figure 2 Recruiting Teacher-Education Students of the Disadvantaged



Interventions B or C:

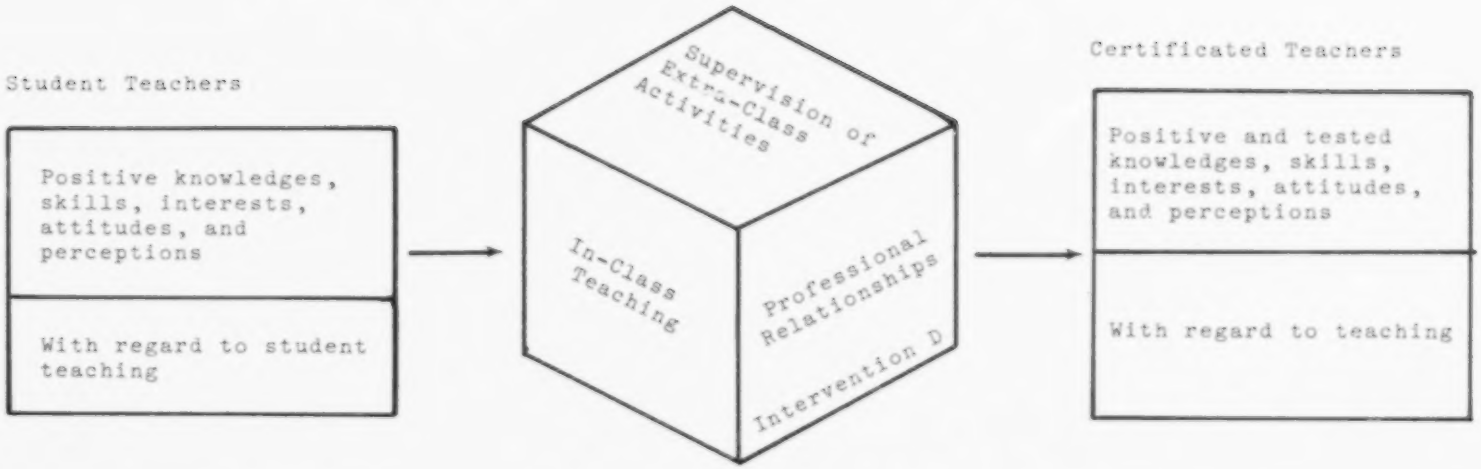
Clinical and Field Experiences in the

TEACHER EDUCATION PROGRAM

Figure 3 Preparing Student Teachers

The fifth plan, as shown in Figure 5, applies to in-service teacher education which could occur after student teaching or acceptance of a teaching position. It is based on the assumption that a teacher who has gained experience in a school primarily not serving disadvantaged youth, has teaching skills that can be adapted to problems of teaching the disadvantaged. Although this plan may be administratively desirable in some teacher education programs, it was not made a part of the pilot program.

Thus, only Intervention Plans 3 and 4 were chosen for the pilot program. The next chapter describes the research strategy used in implementing these plans.

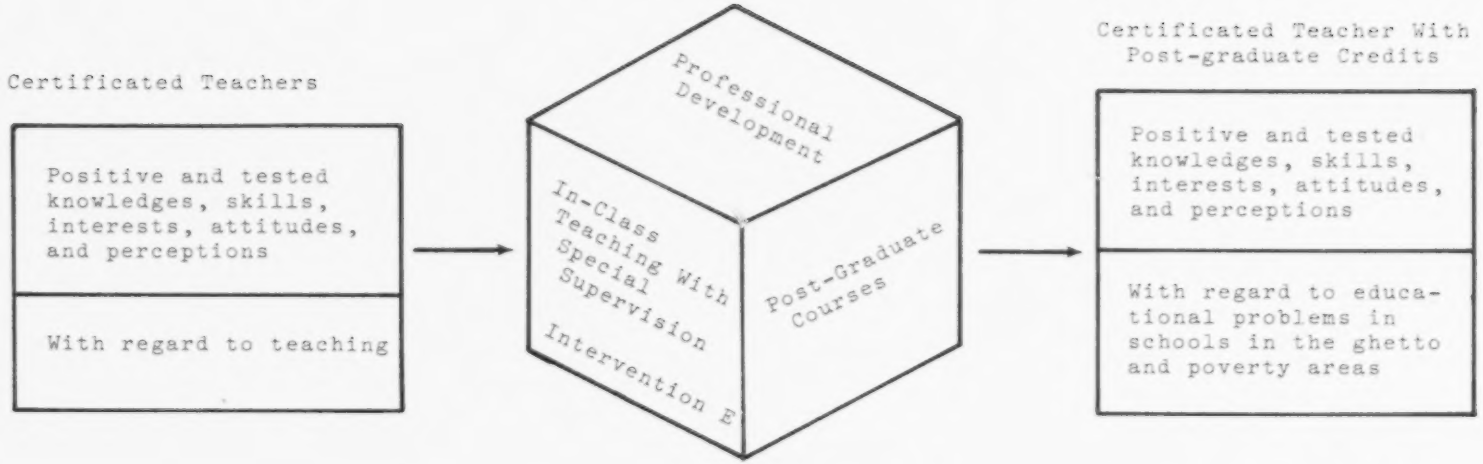


Intervention D:

Clinical and Field Experiences in the

STUDENT TEACHING PROGRAM

Figure 4 Preparing
Certificated Teachers


Certificated Teachers
Positive and tested knowledges, skills, interests, attitudes, and perceptions
With regard to teaching
Professional Development
In-Class Teaching With Special Supervision
Intervention E
Post-Graduate Courses
Certificated Teacher With Post-graduate Credits
Positive and tested knowledges, skills, interests, attitudes, and perceptions
With regard to educational problems in schools in the ghetto and poverty areas

Intervention E:

Clinical and Field Experiences in the

IN-SERVICE EDUCATION PROGRAM

Figure 5 In-Service Education to Certificated Teachers

PART I

CHAPTER II

THE RESEARCH STRATEGY

THE RESEARCH STRATEGY

The research strategy for implementing the project is discussed in three parts: (1) the development of a clinical experience manual, (2) the pilot study, and (3) the evaluation procedures.

The Clinical Experience Manual

In 1968, summer institutes were held at Hunter College of the City University of New York, Temple University in Philadelphia, and San Francisco State College for the purpose of developing preservice and in-service programs to prepare teachers to teach the disadvantaged. These three institutes, which were co-sponsored by The Center, constituted the final phase of an earlier project, Project BOOST, (Huffman, Welter and Peterson, 1971) and provided the groundwork for the current project. The reports that came out of each of these three institutes (Popham, 1968; Schultheis, 1968; and Winnett, 1968) contained clinical experiences that could be used to prepare teachers for the disadvantaged. Several of the experiences were selected, revised where necessary, and incorporated into a clinical experience manual which was used in the pilot study. The manual has now been revised, and the revised manual is contained in Part II of this report.

The Pilot Study

A pilot study was conducted to test the feasibility of the clinical experience concept and to discover what difficulties are encountered in the planning, administration, and supervision of a clinical experience program.

The pilot study was specifically designed to answer the following questions. Are clinical experiences administratively possible in the undergraduate teacher education programs? Will people in the disadvantaged community and in agencies serving the disadvantaged community cooperate in a clinical experience program? Will students volunteer for a program in which they must become personally involved in poverty communities?

The pilot study consisted of clinical experience programs conducted at three institutions during one academic year. Mary Margaret Brady conducted one program at Southern Illinois University using East St. Louis as the laboratory community. A second

program was conducted at Colorado State University by Albert Masterson. This program, geared to the rural disadvantaged, used a small Colorado community as the laboratory. Robert Schultheis conducted the third clinical experience program at Temple University and used a nearby Philadelphia community as the laboratory.

Both Brady and Schultheis used Intervention Plan C and incorporated clinical experiences in the teacher education program prior to student teaching. Masterson used Intervention Plan D and incorporated the clinical experiences in the student teaching semester. Each of the three programs that made up the pilot study are described in Chapter IV.

The Evaluation Procedures

A plan for evaluating the pilot program was developed over a period of several months. Appropriate instruments and techniques were selected or developed for use in determining whether the objectives of the pilot program were obtained. The following instruments and techniques were used in the evaluation:

1) Student diaries;

2) Open-end questionnaires;

3) Pre- and post-interviews;

4) Observations (of student teaching); and

5) Follow-up of participants.

Diaries. Prospective teachers who participated in the pilot project at Colorado State University were asked to keep daily diaries describing their experiences in and reactions to the poverty community. These diaries provide insight into how the participants' feelings about and knowledge of the disadvantaged changed during the course of the clinical experiences. The usefulness of the diaries in evaluating the clinical experience program is discussed and illustrated in Chapter IV.

Open-end Questionnaires. An open-end questionnaire similar to that found in Figure 6 was administered to the prospective teachers before and after the pilot program. The items on the questionnaire were selected from an attitude-identification scale which will be discussed later in this chapter. On the open-end questionnaire the participants were asked to list what action, if any, they would recommend that a teacher take in each of a number of specific given situations. All of the situations described were ones that teachers would likely encounter if they were teaching in a school serving the disadvantaged. The responses that

PERSONAL HABITS OF DISADVANTAGED YOUTH

The items below describe situations which a teacher might encounter while teaching disadvantaged students. Analyze each situation and indicate by checking in the appropriate space below the item whether or not you think the situation represents a problem which a teacher should attempt to alleviate or eliminate.

If you think the situation does represent a problem on which the teacher should take action, list in the space to the right of the item the type of action that you think should be taken. Give a comprehensive but brief answer. In other words, list--not describe--the type of action to be taken.

1. Several students regularly come to class dirty, and they have strong body odors.

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

_____

_____

_____

_____

_____

2. Three Spanish-American students in a predominately Negro class always tend to "clump" together.

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

_____

_____

_____

_____

_____

Figure 6 Example of open-end questions to be administered to students before and after they have had clinical and field experiences

3. A student uses obscene language in class when another student accidently steps on one of his new shoes.

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

4. A teacher observes that many students in his classes always spend what little lunch money they have on soft drinks, potato chips, and candy

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

5. A teacher observes that many girls in his class are style conscious, but they cannot afford to wear the current mode of dress.

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

Figure 6 (Continued)

6. A student who dresses poorly and claims he doesn't have money to buy a special workbook needed for classroom work comes to school with a new portable tape recorder.

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

_____

7. Between classes the teacher hears two of his students talking about the "trips" they had taken on drugs.

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

_____

8. A student confides in the teacher that he smokes "pot" because his parents do; they have been smoking it a long time and it hasn't hurt them.

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

_____

Figure 6 (Continued)

9. Two students brag in class about getting change for $10 when they gave a store clerk only $5.

____I recommend the teacher take no action

____I recommend the teacher take the action listed at the right

_____

_____

_____

_____

_____

Figure 6 (Continued)

participants gave to each item prior to their clinical experiences were compared with the responses they gave to the same items subsequent to the experiences. The information obtained from this comparison provided the framework around which the post-interview was built.

Pre- and Post-interviews. After they first completed the open-end questionnaire, participants were interviewed for the purpose of clarifying any ambiguous responses they had given to the questionnaire items. In this pre-interview the participants were also asked to elaborate on their feelings about the disadvantaged. After they had completed the program of clinical experiences, the participants were again interviewed to find out why they had--or had not--changed their views on the disadvantaged. Thus, information gathered through the coordinated use of the open-end questionnaire and pre- and post-clinical experience interviews helped to identify changes in the participants that occurred during the pilot project.

Observations of Student Teachers. Observations of the participants while they were student teaching provided firsthand evidence of how well the participants understand what behaviors are appropriate when working with disadvantaged youth. The observers paid particular attention to the ways in which the student teachers manipulated the classroom environment to create interest among students and to provide a good atmosphere for learning.

Follow-up. The purpose of the follow-up was to determine whether or not teachers who have had clinical and field experiences in the disadvantaged community seek teaching positions in schools which have a preponderance of students who come from such communities.

The Development of an Attitude-Identification Scale. No instrument was found that could be used to measure certain critical attitudes that a prospective teacher may hold about the disadvantaged. Although the limited amount of time available during the pilot project precluded the development and testing of an attitude identification instrument for use in the pilot study, a sub-project was initiated at Colorado State University to construct items that could later be used in developing such an instrument. These items are included in Appendix A so that anyone wishing to develop an attitude-identification instrument will have a reservoir of tested items with which to work. A brief description of the procedures used to construct the items is also contained in Appendix A.

PART I

CHAPTER III

THE DESIGN AND EVALUATION PLANNING CONFERENCES

THE DESIGN AND EVALUATION PLANNING CONFERENCES

A review of many experimental programs being conducted to prepare teachers to teach the disadvantaged has shown that most such programs either lack or have inadequate evaluation plans prepared prior to the initiation of the experiment. Unfortunately, this lack of adequate evaluation means that the true effectiveness of these experimental programs can not be properly assessed.

The development of an effective evaluation plan is a long and difficult process. However, it was decided that a well thought out evaluation plan would be developed for this project before proceeding with the experimental program. Consequently, many meetings and considerable research were devoted to the development of such an evaluation plan. Four design and evaluation conferences were held.

Clinical Experience Manual Conference at The Center for Vocational and Technical Education, Ohio State University

A manual of clinical experiences for prospective student teachers was drafted at The Center for Vocational and Technical Education by the project directors, representatives of the cooperating institutions, and consultants. The final version of the revised and tested manual appears in Part II. It is composed of units developed and tested at the three cooperating institutions.

Planning Conference at Colorado State University

A conference was held at Colorado State University for the purpose of establishing some preliminary criteria to be used in evaluating the effectiveness of the proposed program of clinical experiences. Attending the conference were project directors, a number of consultants, and graduate students who were experienced vocational educators. Some of the ideas expressed and major conclusions reached at this conference are discussed below.

As an introduction to the conference, the project was described as follows: to develop and test a series of clinical experiences to be provided prospective teachers prior to their student teaching assignments. These experiences focus on the life styles of disadvantaged people and require the prospective teachers to live and work in the disadvantaged community for a specified period of time.

If the program of clinical experiences is successful, it will accomplish two purposes. First, it will result in an increased number of prospective teachers who are willing to teach in schools where disadvantaged youth predominate. Second, it will provide prospective teachers with experiences, knowledges, and skills that will enable them to achieve success in teaching the disadvantaged.

The conference participants agreed that success in teaching disadvantaged students is best measured by how well the teacher helps youth overcome their disadvantages in terms of preparing them to obtain employment, earn a living, and handle their own lives successfully. The participants also agreed that the concept of clinical experiences appears to have great potential for helping prepare prospective teachers become successful teachers of the disadvantaged. The following criteria for measuring the success of clinical experiences were suggested.

Clinical experiences will be successful to the extent that teachers who have had the experiences are able to:

1) perceive clearly the culture and life styles of socio-economically disadvantaged people;

2) understand the ways that life styles affect school behavior, personal and social values, and self-concepts;

3) predict with a high degree of accuracy how students from disadvantaged backgrounds will react in given situations;

4) utilize a variety of teaching behaviors that will enable them to deal successfully with disadvantaged pupils;

5) change or manipulate the classroom environment to bring about desirable behavioral changes in pupils;

6) help disadvantaged students communicate among themselves, with teachers, and with other adults both within and outside the disadvantaged community; and

7) arrive at rational, soundly-based decisions concerning their own desires and capacities for work in schools where disadvantaged youths predominate.

Instruments or techniques for evaluating teachers who have had clinical experiences should be identified or developed in terms of the above criteria.

The conferees agreed that the emphasis in the clinical experience program is very different from that in student teaching. The emphasis in clinical experiences is on people and their problems

rather than on resources and the mechanics of teaching which is traditionally emphasized in student teaching.

Planning Conference at Southern Illinois University

In the following January, a planning conference was held at Southern Illinois University. Participants in the conference included the project director, teacher-educators who were to provide clinical experiences for student teachers, and a number of consultants. Briefly the conference resulted in the following plans.

Each of the participating teacher education institutions was to provide clinical experiences for student teachers either prior to or concurrent with student teaching. Efforts were to be made to determine what changes in knowledge, perception, and attitudes took place among the student teachers. A second effort was to be made in determining the effectiveness of the skills of the student teacher in his subsequent student teaching and the quality of his interactions with disadvantaged students.

A third suggested effort was recognized as ideal but somewhat beyond the scope of the current project. It was to measure the impact of the project on the disadvantaged youth themselves; that is, were the disadvantaged youth better prepared for jobs and life as a result of the student teacher's participation in the clinical experiences?

One of the consultants summarized the plan for evaluating the outcomes of the project in terms of knowledges, attitudes, and skills of the participating student teacher. One of the outcomes is the student teacher's knowledge of what to observe in order to describe the attitudes of disadvantaged students. Another outcome is the student teacher's understanding of how to collect objective evidence which would include the skills of describing, observing, and communicating with disadvantaged youth. The other outcomes would be reflected in attitudes of the student teacher, such as the following: (1) disadvantaged youth already have a repertoire of coping behaviors to deal with stress; (2) a disadvantaged youth is an important person in his own peer culture; (3) since disadvantaged youth freely communicate with their peers, they learn best under such and such condition; (4) a disadvantaged student will respond when appropriate reenforcers are encountered; (5) behaviors of disadvantaged students can be better understood in the light of their social contacts; and (6) disadvantaged students have a wide variety of attitudes toward school, some of which are negative.

The main advantage of specifying the outcomes as stated above is that these outcomes are probably in the realm of beliefs to student teachers, whereas they are the kinds of things that experts

might assume to be indisputable facts. It is hoped that the student teacher would come away believing that disadvantaged youth can learn and achieve whereas he disbelieved before.

A possible evaluation procedure would be to develop instruments to measure the degree of the characteristics that the people who participate in the experience reflect at the start of it. Then measure the change which occurs with respect to those characteristics and relate these to certain behaviors in the classroom and maybe ultimately to certain behaviors in the pupil. Perhaps this is all that can be done in a given project such as this, measuring characteristics that are purportedly being changed.

Institute Held by Temple University

An institute (directed by Robert A. Schultheis) was held at Temple University, Philadelphia, for the purpose of developing clinical experience units to serve as guidelines in preparing teachers to teach disadvantaged youth in Philadelphia. Later, the participants of the institute met again at Temple University to assess their experiences in testing and implementing the clinical experience units which they had previously developed. The clinical experiences developed by the institute are incorporated in Part II with those developed at other meetings and conferences held for the project.

PART I

CHAPTER IV

THE PILOT STUDY

THE PILOT STUDY

The pilot study to test the feasibility of incorporating the clinical experiences in vocational teacher education programs was conducted at Southern Illinois University, Edwardsville; Temple University, Philadelphia; and Colorado State University, Fort Collins. Intervention Plan C (incorporating clinical experiences in existing methods courses in the vocational program) was used at Temple while another aspect of this intervention plan (developing a new clinical experience course) was used at Southern Illinois. Colorado State University implemented Intervention Plan D (providing clinical and field experiences during the student teaching quarter). Southern Illinois University and Temple University provided experiences for student teachers in inner-city schools, whereas the experiences provided student teachers by Colorado State were in an economically depressed rural area.

The implementation of the clinical experience programs at the three universities and the resultant recommendations will be discussed below.

Intervention Plan C at Southern Illinois University: The New Course Approach

Several things were done prior to the selection of students for the new clinically-oriented course at Southern Illinois University. Library materials were collected, films ordered, contacts made with schools and agencies serving the disadvantaged in the East St. Louis area, and meetings held with students (who would take student teaching later in the year) to explain the program of clinical experiences and to determine interest in the new course.

Eight students were ultimately enrolled in the new course. The course was supervised by two members of the business and office education faculty and carried four hours of credit. No scheduled time was established for meetings other than to keep open Friday mornings for making group visits, viewing and discussing films, making reports on readings, and discussing and reviewing clinical experiences.

The group was composed of four white boys, one from a disadvantaged area; three black girls, two from a disadvantaged area; and one white girl not from a disadvantaged area.

The first two weeks of the course were spent in reading, viewing films, and discussing techniques to use in communicating and establishing rapport with disadvantaged youth. The next two weeks were spent in visiting the community where the participation was to occur and in setting up plans for clinical experiences involving tutoring and other activities that would bring the student teachers in close personal contact with disadvantaged youth.

Three existing programs in the St. Louis community lent themselves readily to providing ideal clinical experiences for the eight students:

1) Upward Bound or Experimental School sponsored by a Ford Foundation grant on the Southern Illinois University campus, East St. Louis; (This is a unique program in that it is held continuously over the entire year.)

2) Manpower Development Training Act School in East St. Louis; and

3) Clerical Training Program in a St. Louis department store.

The students were scheduled in one, or sometimes two, of these locations for four to eight hours per week during the last eight weeks of the quarter. Their contacts with the students enrolled in the schools were made in three ways:

1) Tutoring in established classes on an individual basis;

2) Teaching of small groups (five to six) in some new subject such as consumer education, typewriting, or shorthand; and

3) Sponsoring an extracurricular activity such as a softball team, chorus, or school paper.

Close contact with small groups allowed the students to get personally acquainted with disadvantaged youth. They were soon on a first-name basis and had established excellent rapport with the youths.

One afternoon each week the group visited a community agency. Included among the agencies visited were the Neighborhood Youth Corp, the WIN Program, and a parochial school where teaching was conducted entirely on a self-instructional basis and most of the students were disadvantaged.

Before entering the program, students were asked to describe their attitudes toward the disadvantaged and their reasons for wishing to enter the program. At the close of the program, they

were asked again to describe their attitudes toward the disadvantaged and to include an evaluation of their various clinical experiences. Although the students did not feel that their attitudes had changed greatly as a result of the program, all indicated that they felt the clinical experiences were worthwhile. They commented that, as a result of the experiences, their reactions toward the disadvantaged youth were now the same as they were toward any other individual; that is, they now looked upon these youth as young people worthy of respect and not as a group apart.

The two supervisors of the clinical experience program also said that the program was worthwhile. They noted that students willingly participated in the experiences, established excellent rapport with the disadvantaged, and enjoyed a real-life learning experience. Although the participants themselves had stated that they were aware of no great change in attitude (since they had not looked down on the disadvantaged prior to the clinical experiences), the supervising teachers did notice a difference in the attitudes of those who had participated in the program and those who had not. When the student teaching program was begun, the participants in the clinical experience program manifested a much greater understanding of the disadvantaged students in the class, were aware of their special needs, and realized that the traditional classroom situation was ineffective in its appeal to the disadvantaged student. They apparently realized that this type of student would respond and could be helped in the right environment and so had developed an empathy for him which the other student teachers lacked.

Three of the students did their student teaching in schools serving large numbers of disadvantaged. One white boy was permitted to do his student teaching at the Upward Bound School. His influence on the students made the entire program worthwhile. The student teachers who saw large numbers of disadvantaged youth in the traditional classroom situations were disturbed at their lack of interest and lethargy in contrast to the enthusiasm which the disadvantaged had manifested in the special programs. These student teachers were able to work better with the disadvantaged due to their clinical experiences, but in the regular classroom opportunities were not present for individual help and contacts to which they had been accustomed.

Some of the comments from the final evaluation of students who completed their clinical experiences and who then went either to an advantaged school or disadvantaged school for student teaching are as follows:

> My attitude remained the same throughout the time of the experiences. I was determined to help motivate the students and I feel that I accomplished my goal. I saw myself five or six years ago in the faces of those

students--eager to learn, wanting attention and understanding. I attempted to give them that motivation and understanding that I desired while in high school. I let the students know that I was there to help them in any way I could; and by helping them, I would gain experience.

If my attitude toward the students has changed at all, I have increased my respect for them. I guess maybe I expected to see a bunch of slovenly students that didn't give a damn. Actually, they give quite a damn and they were very proud of their program.

Students in the Upward Bound program where I tutored know that the teachers are there to help them and not ignore their problems. At the school where I am teaching, everything is traditional--check roll, lecture, get out your workbooks. True, we need some routine each day, just like a job, but what is being taught in school is not what is happening at work. Students in the Upward Bound program have the opportunity to look at the world situation, to discuss what is happening. We need some type of break-away from the traditional setup with the teacher seated behind the desk. We are teaching the subject and not the student, so that is why students don't want to come to school and study. Older teachers are in a rut and continue to do the same way. They say, "This is what the school expects of me," so the new teachers fall into the routine of the older teachers and are not helping the students.

These disadvantaged students are not slow learners; they are preoccupied. So many other things are more important to them than what is in the book. Contrast between book learning and street learning. They must be wise in the ways of the street and often do not care about school.

You can't go into the classroom with the idea--what have you guys been doing wrong all this time--it is not the student that is wrong.

There are lots of things that a student teacher would like to try but the teacher or school will not let her. Too much busy work in class and the teacher just baby sits. We need to have meaningful things for students to do.

We must identify with the student's environment and not expect him to identify with ours.

Everything is planned for the middle-class student.

We need to get out of the classroom. At the suggestion of the students we are organizing a softball team--it was the students' idea, not mine.

We teachers need to develop our basic personal concepts. We can't do things the way the teachers in education told us to. We know there are not only traditional methods but traditional pressures. In student teaching we want a grade; and when we teach, we want a pay check.

Try to give the student a chance to succeed--he has had enough against him.

The supervisors of the clinical experience program at Southern Illinois University recommended two possible ways for involving the future teachers in clinical experiences.

1) Continuation of the program as described with the following modifications:

   (a) Start the actual contacts with the pupils earlier in the course;

   (b) Spend more time in the community itself, visiting stores, offices, churches, and homes when feasible;

   (c) Place more emphasis on a few of the reference sources which are particularly applicable as *On the Outskirts of Hope* and films which are effective.

2) Establish the clinical experience program as part of the teaching course. This procedure could be used in cases where enough students are not available to set up a separate clinical experience program.

   (a) Spend the first one-third of the student teaching period in clinical experiences. Do the student teaching the latter part of the time in the schools where disadvantaged students attend.

   (b) Continue to work individually with the students during this time of student teaching. The teaching situation would preferably not follow the traditional approach but be developed on a much less formal basis aiming for individual contacts.

   (c) Follow the regular schedule for student teaching but allow time for including clinical experiences along with the student teaching program. If the teaching

is done in a school serving the disadvantaged, the student teacher would be in the area and would have an opportunity to become familiar with the community, with the agencies in the community, and could make professional contacts with the students, especially those in the class which are members of the disadvantaged group.

Intervention Plan C at Temple University:
The Methods Class Approach

In the summer of 1968 an institute was co-sponsored by the Business Education Department of Temple University and The Center for Vocational and Technical Education, Columbus, Ohio. The purposes of the Institute were to sensitize a number of business teacher-educators associated with four colleges in the Delaware Valley to the problems of the culturally different youth of inner-city schools. A specific product of the institute was the development of units or experiences which could be integrated into regular business teacher education courses and programs to prepare business teachers to teach culturally different populations. These units were developed, refined, and published in a monograph distributed by Temple University to business educators throughout the nation.

Each of the four institutions participating in the institute (Temple University, Drexel Institute of Technology, Rider College, and Montclair State College) were to take the units they had developed and implement and test them during the following school year. In addition to teachers working in the four institutions, the participants also included some city school representatives who assisted the college teachers in the development of the units.

The units developed in the Institute were used in the methods classes at Temple University to provide clinical experiences during the time they were learning how to teach subject matter. Such experiences included learning the vocabulary of the inner-city youth, being a "bag man" in a ghetto store so as to observe the buying habits of the inner-city people, walking through an inner-city community to observe the types of stores, recreational facilities, and other aspects of the community, observing inner-city schools where large populations of disadvantaged students attended, reading material concerning inner-city life and disadvantaged cultures, and seeing films relating to adverse conditions found in some inner-cities.

All students, regardless of whether they were interested in working with disadvantaged students in inner-city schools or in suburban middle-class schools were required to participate in some of the clinical experiences. They became participants by virtue of being members of the methods classes.

There were some overlapping activities in the clinical experiences because the methods courses were taught by three different instructors. Some of the assigned clinical experiences were in addition to their course work, and a few of the students resented this extra work. In the bookkeeping methods class, students were required to read one textbook--*On the Outskirts of Hope*. About one-third of the class sessions were devoted to discussing specific techniques for teaching minority groups, and they had to develop lesson plans and unit plans for this particular population. One of the most useful activities was the tutoring experience. Students were assigned the task of actually observing or tutoring in the ghetto schools. They did this for two to three weeks. Instead of being in a classroom hearing abstract methods being described, they had a real class that they were observing and could say, "Don't tell me to do such and such because it just won't work." The students had some real high school students against whom they could test their ideas and the activities of the course.

Some of the students in the class were familiar with ghetto areas. But of those students who were not acquainted with the ghetto schools, going into these schools was a remarkable experience. Instead of reinforcing their fears, these visits did away with them. They did not immediately want to teach in those schools--perhaps some of them will never want to teach there--but at least their attitudes toward the schools changed drastically.

Some of the students reported, "It looks like an ordinary school to me. I may not want to teach there--I don't like the facilities or this or that--but there were kids in the school, real children. They didn't have knives; they weren't going to gun down anyone; they listened in class; and every once in awhile they would do homework." Visits to the ghetto schools changed their attitudes toward teaching in the ghetto schools to the point where they were much more open-minded, and they began to suspect that many of the other attitudes which they had held may be wrong. So, this experience was an opening wedge in addition to providing "reality" for the methods course.

Another successful activity was to bring in those students from a number of ghetto schools to talk to the methods class. High school students were willing to talk about their experiences--how they felt, what they were willing to learn, and the like. It was a very worthwhile experience because the reaction of the methods class members was very good in listening to the students talking about their problems in school--what they wanted to learn and what they didn't want to learn.

When the high school students were asked why they were sent to a disciplinarian school, they responded by saying that no one at home cared and that people just didn't take the time to work

with them. This was a source of amazement to the members of the methods classes and was revealing to each in discovering that their middle-class life had no relationship to the situations described by the high school students.

The experiences were used as media to change attitudes toward helping students become more open-minded about teaching in an inner-city school. For example, the vocabulary experience was not designed to have students memorize whole lists of words, but to make them cognizant of vocabulary and the fact that there was a different language going on which had its own beauty and inner structure and was worthwhile. It was an attempt to open the minds of the prospective teachers to the variety of cultures and cultural differences with which they had no contact.

Some of the students in the methods classes failed to show any interest throughout the program. Some were intensely interested.

Comments from prospective teachers who had their clinical experience in the methods classes and who had completed their student teaching were:

> I was prepared to enter some sort of blackboard jungle upon learning that I was going to West Philadelphia High School. Fortunately for my teaching ambitions, I was disappointed by the lack of disobedience. Although the working conditions there are somewhat less [*sic*] than in suburban schools, there seemed to be a genuine desire to learn by the students who attended class.
>
> When I first started in my law class, the teacher tended to more or less read from the textbook, which I thought was boring. The first week of my teaching, since the students were not used to me, I thought I would more or less follow the methods of the teacher. Then we gave a test and it was a miserable failure. The next day we had a discussion and I asked them, "What do you want to learn?" I gave them an assignment to write a paragraph on what they would like to learn, what did they expect to learn, how they felt about the class, and what should be done about discipline. They didn't have to put their names on the paper. Some gave their answers orally. Most of the answers were that they would like to learn about law.
>
> By this technique I established a rapport with them, and they felt I was interested. The following week when I revised the whole seating plan to break up the trouble-makers, they were hesitant at first. They felt like first graders. But they pretty much cooperated. One

girl gave me trouble, but I met her half way and she was pretty good. Although my cooperating teacher's methods were not ideal to me, he backed me up on everything that I did. For instance, he said, "You're two chapters behind me." When I commented that he had never said anything about the pace, he replied, "I knew you wouldn't listen to me." It was a constant struggle every day, 37 minds against mine.

The only time I had a problem was the week of our semester break when we had the week off, and when I went back the first two days there was chaos. I found out you don't break continuity with the students. It took me another week to establish rapport again. It was difficult, but it was a challenge. I wasn't aware of being compassionate. I feel that you structure what you teach around the kind of students you have, and then teach them what they can learn. I knew they had reading problems; you see it in all the classes. I just worked around it. I didn't make them read the book.

One of the ways I tried to make the material interesting to the students was with outside speakers. I had a speaker from the legal aid society downtown, and they asked questions. I don't know how much they got out of it. If I were to do it again, I think I would like to know the lawyer personally. I also had them make up their own cases for the class; and many of them, without telling me so, were telling me about their own brothers and sisters. Some of them brought out what they thought were the injustices of the law. The text is geared to simple examples, and here's where I argued with my cooperating teacher. "But they're not learning anything," I used to say. "You have to go over it with them with so many examples. We can't go ahead until they are ready."

One of our handicaps was that we started student teaching in February. It was a big shift for the students. They had spent six months with one teacher in one routine and under one attitude. Here I was coming in--I was young, white, and cared a little about them. They couldn't get mad at me and didn't really test me to any degree because I was so nice about everything and was always smiling. I got firmer as time went on.

There were so many things that I wanted to do that I couldn't do. One of the reasons was the co-op teacher. He would say, "No, we have to get this certain amount of work done." No one, however, could tell me why. We had to finish up to chapter 35 even though they didn't

understand chapters 1 through 34. So many of them were left behind in the rush to get ahead, and the problem was where were we going?

The attitude with which the co-op teacher handled the students was very important. In my clerical practice class, for instance, he happened to be very, very lenient. He was tired of teaching, had been through a great deal, and had the attitude that as long as his students were quiet, he was happy. I came in and wanted to do so much with them, but it was hard to break them of their habits. The books were just one example. The tests were ridiculous. They were asking each other the answers. Even when he explained the new work to them, he never explained the reasons behind it. And to me, it seems impossible to do something if you do not understand why you're doing it.

The supervisors of clinical experiences at Temple University recommended that hereafter each clinical experience should be thoroughly evaluated immediately in terms of how well the experience accomplishes its stated objectives. They also recommended that some of the clinical experiences be modified.

The supervisors of both programs implemented under Intervention Plan C (Temple and Southern Illinois) stated that the approach they used to provide clinical experiences for future student teachers was successful. Both institutions are located strategically for this type of training and the people involved with the clinical experience program are eager to continue the program.

Intervention Plan D at Colorado State University: Clinical Experiences During Student Teaching Quarter

The method of providing clinical experiences during the student teaching quarter was used at Colorado State University. The vast distances to rural deprived communities from the university campus made it necessary for the students to live in the community where they did their student teaching and gained their clinical experiences.

Students were asked to volunteer for the clinical experience program after it was thoroughly explained to them. Particular emphasis was placed upon the fact that student teachers were being sent to the disadvantaged rural area as observers; not as "do-gooders." Ultimately, three students volunteered to participate in the program.

Before Intervention Plan D was implemented, the three Colorado State University students spent one weekend in the rural

community in which they would have their clinical experiences and student teaching. After their visit to the rural Colorado town, they were interviewed by the project personnel to determine how they perceived working in that community and how they felt about disadvantaged people.

The general consensus expressed by the participating student teachers was that a disadvantaged student had one or more of the following characteristics:

1) He was a member of a minority group.

2) He felt that he had fewer rights and privileges than a non-disadvantaged person had in the community.

3) He was used to failure and seemed to think it was a way of life; hence he wouldn't put forth much effort.

4) He is not motivated by the same things as a middle-class student because his goals are different--he wants only material things.

5) He has goals which are short-range instead of future oriented.

6) He apparently doesn't want an education.

The students agreed that they felt no real prejudice toward the minority groups. Two of the students mentioned that they felt somewhat influenced by the prejudice of their parents, and they hoped their parents' attitudes would not continue to influence them to a great extent.

The three student participants reported that it appeared to them that even the better houses in the rural community were of a poor quality. They said the town looked drab, but they also noticed that even though the town was small there were 22 churches in it.

The three students also felt that in a rural poverty area there is often little emphasis on education. They thought many of the students in the rural schools would feel education has little or no value to them because "there is no future for a small town kid" even if he moves to a metropolitan area.

The visit to the small disadvantaged rural community did not dampen the enthusiasm of the three participants. They disclosed their prejudices and realized that these prejudices could affect some of the decisions they would make during their clinical experiences and student teaching. They expressed the hope that they would overcome such prejudices.

Selecting and Scheduling the Clinical Experiences. Clinical experiences that seemed applicable to the rural area were chosen by the supervisor as the ones that future teachers would conduct. Prior to their departure from the campus, the students discussed each clinical experience so that a thorough understanding of what was expected of them was clear in each one's mind. Also, the supervisor solicited the support of the vocational director in the rural community prior to the students entering the community in which they were to have their clinical experiences and do their student teaching. The support of the vocational director was a critical factor in the success of the program. He coordinated the clinical experiences with private and public agencies, schools, and individuals; he also related the purposes and objectives of the program to the school personnel in the community.

The vocational director also helped the students get settled in the community. Students entering a small community are noticed by the entire population as strangers, and the assistance the local director gave them in getting acquainted with the local residents was invaluable. Also, it was he who located living accommodations for the students--a crucial problem in a rural area. Finally, the vocational director made a daily schedule for each of the participating student teachers. Figure 7 shows the daily schedules for a typical week in the clinical experience program.

Diaries. All three participants kept diaries during the time they lived in the poverty area, and these diaries provide evidence of their growth in knowledge and understanding of disadvantaged people. Day-by-day the girls meticulously described in their diaries not only the poverty, filth, and frustration that they saw as they visited the homes of the community, but also the eagerness of many disadvantaged people to learn and to move into a better life.

At the end of three weeks, one girl reviewed and summarized her feelings about what she had seen in a diary entry as follows.

> What have I found out this far? The culture of these people is very different. Instead of the man being the head of the household, the woman is. She can get more money on welfare than the man could on a job because he doesn't have a high school education. The people are not dependable and they are not responsible. They hate a structured way of life and they won't do anything unless they can see a purpose to it. They do not have scheduled meal times and would just as soon eat whenever they get up in the morning or not eat at all--depending on whether and when they are hungry. They just don't like schedules. They do not have anything to show for the money they spend. They do have T.V. sets, and we have decided that this is

WEEKLY ACTIVITY SCHEDULE

WEEK: Monday - Friday, 19 69 TRAINEE (Student Teacher)

Monday, 69

TIME SCHEDULE	PLACE	ACTIVITY	SUPERVISION
9:00-12:00 n	School for Mentally Retarded	Teacher's Aide - 18 mentally retarded children - Ages: 6-16 Crafts - Reading - Movies, etc. Take children to lunch.	
7:00-10:00 pm	Post Office Building	Teacher's Aide - Adult Basic Education - Grades: 1-3 and 4-6. Working with members of the Migrant Council.	

Tuesday, 69

TIME SCHEDULE	PLACE	ACTIVITY	SUPERVISION
9:00-5:00	Court House	County Nurse - Case work and home visitations.	
7:30	Local cafe	Dinner meeting of Women's Business and Professional group. Opportunity to meet business women from area.	

REMARKS:

FIGURE 7

Activity Schedule Prepared for Student Teachers by the Local Vocational Director

Wednesday , 69

TIME SCHEDULE	PLACE	ACTIVITY	SUPERVISION
8:30-11:00 am	Post Office Building	Teacher's Aide - Adult Education Stipended Vocational Program - Math - Reading - English - 26 men who are disadvantaged and unskilled.	
1:30 meeting	Employment Service	Opportunity to talk with members of the Employment Service regarding employment opportunities for the migrant and untrained. Problems encountered - attitude of itinerant worker and employers.	

Thursday , 69

TIME SCHEDULE	PLACE	ACTIVITY	SUPERVISION
9:00-5:00	Court House Welfare Department	County Welfare Department Case Work visitations.	

REMARKS:

FIGURE 7 (Continued)

Friday , 69

TIME SCHEDULE	PLACE	ACTIVITY	SUPERVISION
9:00 meeting	High School Office of District Psychologist	Opportunity to discuss and become aware of student problems - opportunity to make home visitations to interview and question parents of minority groups and the educationally disadvantaged.	

FIGURE 7 (Continued)

really a means of escape for them. The T.V. programs provide a fantasy world for them and they can get out of the filth and problems and dirt of their own world while they are watching T.V. Their lives seem to be centered around birth, sex, and death--with nothing in between. It is a festive time when a new baby is born. Sex is their physical satisfaction and death is something they accept. Many babies die, and it is no wonder considering the environment. Their values are different, too. They are "today people." They don't look to the past or to the future. . . .

But there are some exceptions. Some of these people, adults who attend the adult education classes, want so bad to learn and to know things that it nearly makes you cry.

. . . Something else I have thought about these past three weeks is not to judge everyone else by my own middle-class values and to know enough about others so that a rapport can be developed with pupils. We have been to many places and have had many experiences during the past weeks. As a result I know that my attitude towards some of the students in my class is going to be entirely different than it would have been otherwise. . . .

At the end of her clinical experience and student teaching, the student felt that she had a better understanding of why some of the disadvantaged students dropped out of school, why they did not join in community activities, and why they did not dress and act as middle-class students do. Because of her understanding of these problems, she felt better able to relate to disadvantaged students, and she felt better equiped to teach them. In her last diary entry, she wrote:

Has my attitude changed toward the disadvantaged? I can say yes, it has, because now I feel that I have an awareness of them and their problems and attitudes; I have an understanding of their way of life and, to some degree, an empathy towards them that I did not have before. The disadvantaged person is an individual with definite characteristics and I feel that I have become aware of some of those characteristics which are different and strange to my middle-class ideas and standards.

The Director's Evaluation. The director of the clinical experience program at Colorado State University reported that in spite of the small number of students participating in the program it is possible to draw the following conclusions.

1) The student teachers discovered through their clinical experiences that there was a need to encourage young people to begin their teaching careers in rural areas.

2) Personnel in agencies whose purpose it is to assist disadvantaged people were both cooperative and appreciative of the efforts being made to acquaint our young people with conditions in rural areas.

3) School personnel were both complacent and excited about the project. Some who had been settled in the community for years and thought they knew all about existing conditions did not necessarily look favorably upon the experiences. Those at the administrative level recognized the importance of the project and felt the efforts, such as the clinical experiences the student teachers had, were vitally important. They believed that if all teachers had the advantages of knowing the community the way the student teachers discovered it, the dropout rate would be decreased and school would be more meaningful for all students.

4) Administrators in the community where these clinical experiences were obtained by the students offered contracts to all the student teachers who participated in the program. This is further evidence of their recognition of the value of this program as well as evidence of the need for teachers in the rural areas.

5) The individual selected to assist with the program in the rural disadvantaged area must be thoroughly cognizant of the purpose and objectives of the program. He must be a community leader to the extent that he is able to solicit the cooperation of those people in the community who can provide the clinical experiences for the student teachers.

Conclusions

Within the limitations of the feasibility study conducted with 22 vocational education student teachers at CSU, SIU, and Temple University, the following conclusions can be drawn:

1. The objectives of the pilot study to demonstrate feasibility of providing clinical experiences for prospective student teachers in vocational education appear to have been positively met.

2. Clinical experiences enhanced the success of participating prospective vocational teachers in their student teaching

assignments. The teachers' diaries revealed that the resulting student teaching experiences thus can include in-depth involvement of working with people and problems in addition to the implementation of teaching methods.

3. Community agencies where the clinical experience programs took place were receptive to the programs and provided opportunities for participating prospective teachers to gain a variety of experiences. The teachers' diaries also revealed that agencies working with the disadvantaged person were receptive to this type of program. This wholehearted reception was demonstrated in the activities of the methods course at Southern Illinois University in which two agencies cooperated by allowing students to observe and work in the agencies. The diaries of students also contained remarks about close cooperation from federal, state, county, and local agencies in the community.

4. Generally, school administrators were receptive to the clinical-experience program, cooperated with the participating university, and expressed a desire to participate in the program the following year.

5. Almost all of the participating prospective vocational teachers said or remarked that the opportunity provided by the clinical-experience program helped to close the gap between their academic program and the needs of disadvantaged students in their classroom. The prospective teachers reported that as a result of the clinical experiences their respect for disadvantaged youth increased significantly.

6. Disadvantaged high school students in the classes of the prospective teachers were in most cases receptive and responsive to the efforts of these teachers. Relationships between the prospective teachers and the disadvantaged students were excellent as shown by the SIU comments and the diaries prepared by CSU prospective teachers.

7. High school students from ghetto schools were willing to talk about their feelings in regard to themselves and towards specific and general elements of society, as demonstrated in the Temple University seminar in which ghetto students talked to the methods class.

8. The clinical experiences of the prospective teachers in the inner city dispelled some of the fears the student teachers had about working in such an environment. The decline in fears was observed in the Temple University study. Likewise the student teachers in the rural areas discovered disadvantaged situations that they heretofore did not know existed.

9. A number of business and professional people such as business leaders, medical doctors, and social workers, expressed a belief that the clinical-experience program was fulfilling a heretofore unmet need. Institutions in the private sector of the community were willing to cooperate with this program. A specific example occurred in the methods course at SIU in which a St. Louis department store allowed its facilities and employees to be used by the students.

10. The clinical experience program for participating prospective vocational teachers was without question administratively feasible at each cooperating teacher education institution. Since prospective teachers sent to rural disadvantaged areas cannot live at home as is often the case for prospective teachers in metropolitan areas close to the university, consideration must be given to some financial support for the rural prospective teachers. Two different designs (the inductive and deductive) for securing the clinical experiences appear to be feasible. The clinical-experience manual was effectively used, a specific example being represented in the results of clinical-experiences activities used in the Temple University project.

11. Three different plans to intervene clinical experiences in the teacher education program appear to be feasible. (See Figures 3 and 4 in Chapter I.) The three plans were (a) providing clinical experiences as a part of regularly constituted methods courses, (b) providing clinical experiences in a newly organized course, and (c) providing clinical experiences within the student teaching quarter or semester.

12. Many of the participating prospective vocational teachers were offered contracts in the schools of disadvantaged communities where they completed their student teaching.

13. A pool of 11 categories of tested items reflecting perceptions and attitudes toward teaching the disadvantaged were developed; from these items draft instruments can be prepared for try-out and further refinement.

14. The participating prospective vocational teachers at the conclusion of the clinical-experience program and subsequent student teaching assignment effectively discussed their experiences in seminar sessions for teachers.

15. Some considerable degree of success of the CSU project (rural disadvantaged youth) was based on the effective assistance of the local vocational director who obtained immediate cooperation from the school, community agencies, and professional people.

PART II

THE CLINICAL EXPERIENCE MANUAL

CLINICAL EXPERIENCE MANUAL

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INTRODUCTION

Teachers of disadvantaged students need to bring to their classroom teaching experience a knowledge of the background of disadvantaged students. As discussed in Chapter I, one way to help prospective teachers understand the attitudes, aspirations, and frustrations of disadvantaged students is to provide opportunities for student teachers to participate in a series of clinical experiences before they begin their student teaching.

While student teachers should have the opportunity to develop clinical experiences for which they feel a need, they must have some guidance, especially in getting an orientation to the disadvantaged community and students. A series of clinical experience plans were prepared during the summer of 1968 for the purpose of providing such guidance. These plans were used as guides during the pilot study discussed in Chapter V. The clinical experience plans have been revised on the basis of the pilot study and are included in their revised form in this section.

The first three groups of experiences, Groups A, B, and C, represent a deductive approach to familiarizing the student teacher with the disadvantaged student and the poverty community.

The fourth group of experiences, Group D, represents an inductive approach to helping the student teacher gain accurate knowledge of and perceptions about the disadvantaged.

The fifth and last group of experiences, Group E, are designed to be used with both the deductive and inductive approach. The purpose of these experiences is not so much to help the student teacher gain knowledge about the disadvantaged as it is to help him learn about the makeup of the typical high school and to develop techniques for helping students learn about the world of work.

The 20 clinical experience plans included in this section are intended to serve as a point of departure for supervisors and student teachers. Working together, the clinical experience supervisors and student teachers should be able to devise many additional clinical experiences which have relevance to the preparation of effective teachers of the disadvantaged.

PART II

CHAPTER I

EXPERIENCES TO BE USED UNDER THE DEDUCTIVE APPROACH

EXPERIENCES TO BE USED UNDER
THE DEDUCTIVE APPROACH

GROUP A--DEVELOPING A BACKGROUND THROUGH SECONDARY SOURCES

Experience No. 1 - Using the Newspaper to Learn About the Disadvantaged Student

Brief Description

The student teacher will secure and analyze newspapers read by residents of the disadvantaged community in which he is likely to do his student teaching.

Objectives

1) To identify the newspapers, magazines, paperbacks, pamphlets, and other reading material readily available to residents living in the disadvantaged community.

2) To learn about the way of life of the community as revealed by the social, cultural, and economic news stories of the community in order to understand the needs and attitudes of the disadvantaged students.

3) To learn about employment opportunities in the community.

Procedures

The student teacher will:

1) discover which newspapers serve the disadvantaged community by searching the yellow pages of the telephone directory of the disadvantaged community, talking with an instructor of journalism, talking with a newspaper publisher, etc.;

2) subscribe to one or more of the community newspapers;

3) identify and clip items that reflect community needs and feelings;

4) classify clippings according to Maslow's hierarchy of needs;
(See Classification Form 1.)

(a) Basic physiological needs

(b) Safety and security

(c) Belonging and social activity

(d) Esteem and status

(e) Self-realization and fulfillment

5) number the clippings and record by number on Classification Form 1;

6) write a summary of the needs of the disadvantaged community as identified by the newspaper items;

7) (a) visit stores, agency offices, and doctors' offices in the disadvantaged community and list one type of each magazine and paperback that you find. (See Classification Form 2.)

(b) describe some ways that you can incorporate some of these magazine articles and paperback books in a classroom activity.

8) analyze newspapers, magazines, and other reading materials in and about the disadvantaged community and list:

(a) at least 10 employment opportunities which might reasonably be expected to be available to business education majors in their home community;

(b) types of newspaper and other advertising aimed at the disadvantaged;

(c) the types of social and cultural activities reported in the community;

(d) special programs being carried on in the community by agencies other than in the schools.

Application to Student Teaching Assignment

The student teacher will:

1) list the activities that he would initiate as a result of reading the newspaper. For example, he might establish rapport by taking a cue from a news item and permitting the students to discuss current issues and activities in the disadvantaged community (e.g., a new welfare program just instituted by the city);

2) orient the course as much as possible to preparation for the types of jobs desired by and available to the students.

Classification Form 1

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CLASSIFICATION OF NEWS ITEMS BY NEED

NEWSPAPER SECTIONS	Need				
	Physiological	Safety and Security	Belonging and Social Activity	Esteem and Status	Self-realization
Front page news	1		3		
Community news					16
Society news		2			
Entertainment and Sports		20			14
General Advertisements	13				
Classified Ads					
Editorials			5	12	7

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Classification Form 2

PERIODICAL CHECK LIST

Directions:

Place a check mark in front of the types of magazines and paperback books found in establishments frequented by the disadvantaged. These establishments would include stores, agency offices, doctors offices, etc. Write the name of one magazine or paperback in the space provided which is representative of those found in each category.

MAGAZINES

____Religious Magazines_____

____Movie Magazines_____

____Sports Magazines_____

____Occupational Journals_____

____Professional Journals_____

____Home Improvement Magazines_____

____Fashion Magazines_____

____Woman's Magazines_____

____General News Magazines_____

____Romance Magazines_____

____Personal Experience Magazines_____

____Crime Magazines_____

PAPERBACKS

____History_____

____Love and Romance_____

____Sex_____

____Biographies_____

____War Stories_____

____Autobiographies_____

____Educational_____

____Mysteries_____

____Crime_____

____Other_____

Experience No. 2 - Reading and Discussing Books About the Disadvantaged

It is suggested that the student become familiar with the following list of readings prior to the clinical experiences. Other readings may be selected by the student teacher or added by the coordinator during the course. The student should be prepared to discuss the materials read at a clinical experience seminar.

Davis, Keith. *Human Relations at Work.* New York: McGraw-Hill Book Company, 1967 (Chapter 2).

Dawson, Helaine. *On The Outskirts of Hope.* New York: McGraw-Hill Book Company, 1968.

Holt, John. *How Children Fail.* New York: Dell Publishing Company, Inc., 1964.

Miller, Harry L., and Smiley, Marjorie B. *Education in the Metropolis.* New York: The Free Press, 1967.

GROUP B--LEARNING ABOUT THE DISADVANTAGED COMMUNITY

Experience No. 3 - Taking an Automobile Tour Through a Disadvantaged Community

Brief Description

The student teacher will drive extensively through the disadvantaged community in which he is likely to do his student teaching.

Objectives

1) To observe the business, residential, cultural, and social community serving the disadvantaged.

2) To record the positive and negative observations of the disadvantaged community.

3) To provide an experience so that student teachers will have a better understanding of the community in which their students live.

4) To observe the business and industrial establishments that appear to employ the student after finishing their high school program.

Procedures

The student teacher will:

1) identify the community in which he is to make the automobile tour;

2) use classification Form 3 to:

   (a) observe the business section of the community to learn the types, varieties and physical appearance of the buildings, businesses, streets and sidewalks;

   (b) observe the residential sections of the disadvantaged community in which the student lives to learn the physical condition of the homes, streets, vacant lots and recreational facilities;

   (c) observe the numbers of and physical condition of the churches, schools and recreational buildings and facilities;

(d) observe the activity of the people on the streets in the business and residential areas and in the recreational areas;

(e) observe the condition of the automobiles in the disadvantaged community.

Application to Student Teaching Assignment

The student teacher will:

1) discuss the disadvantaged community in a clinical experience seminar in terms of:

(a) types of businesses (retail, service, and industrial);

(b) churches or other places of worship;

(c) schools;

(d) condition of streets, sidewalks, etc.;

(e) type of housing (Apartments, public housing, single dwellings, etc.)

(f) condition of housing;

(g) yards and other landscaping, if any;

(h) parks and recreation areas (baseball fields, basketball and tennis courts, swimming pools, etc.);

(i) availability of public utilities and services (street lights, telephones, plumbing, sewers, police and fire protection);

(j) types of employment opportunities.

2) initiate discussions in the high school classroom concerning community improvement projects, if any, and the need for such projects. The discussion should include ways that the high school students can get involved in community improvement projects.

3) list the activities he would initiate as a result of this clinical experience. For example, he might discuss the various types of businesses (public and private) where students might find employment upon completion of their high school program.

Classification Form 3

COMMUNITY CHECK LIST

Business Section Kinds of Business	Number	Good Appearance	Poor Appearance	Good	Needs Improvement	COMMENTS
Grocery						
Hardware						
Department						
Clothing						
Shoes						
Variety						
Drug						
Jewelry						
Furniture						
Discount						
Bars						
Pawn shops						
Pool halls						
Auto agencies						
Others						
Condition of Streets						
Traffic Control						
Factories						
Residential Section						
Homes						
Churches						
Schools						
Streets						
Vacant lots						
Recreational areas						
Other						

Experience No. 4 - Taking a Walking Tour Through a Disadvantaged Community

Brief Description

The student teacher will walk through the disadvantaged community to observe the business, residential, and social environment from which his students come.

Objectives

1) To observe the businesses, residences and educational structure of the disadvantaged families and to look for the cultural and social influences in the community.

2) To record the positive and negative observations of the disadvantaged community.

3) To provide an experience so that student teachers will have a better understanding of the community in which their students live.

4) To observe the businesses and industrial establishments that appear to employ the students after they finish their high school program.

5) To describe the type of personnel employed, skills required, in businesses in the disadvantaged community.

6) To engage in conversation with at least one person from the community and report tangible evidence of having gained some understanding of that person.

7) To describe what it is like to be a "stranger, the minority, etc."

Procedures

The student teacher will:

1) identify the disadvantaged community in which he is to take a walking tour;

2) walk through the business section of the disadvantaged community and observe the kinds and variety of stores, the physical appearance of the buildings and streets, and the actions of the people (both businessmen and local residents) in the business section; (See Classification Form 4.)

3) walk through the residential section of the disadvantaged community and observe the kinds and condition of the homes, the condition of the streets and sidewalks, the sanitary and traffic conditions, and the recreational facilities; (Classification Form 5)

4) look for and observe the kinds of churches, social and fraternal organizations and agencies, and the education facilities in the disadvantaged community. Note the condition and size of the buildings relating to the above, and describe the activity observed at each; (Classification Forms 6 and 7)

5) observe traffic and other conditions such as fire and law enforcement protection which relate to safety in the community;

6) Engage in conversation with at least one person from the community and briefly describe the situation that lead up to the conversation, the approach you used in initiating the conversation, the topic or topics discussed, and the understanding or learning you gained from this experience.

Application to Student Teaching Assignment

The student teacher will:

1) list the activities he would initiate as a result of this clinical experience. For example, he might initiate a discussion on the positive aspects of which the community can be proud. When the negative aspects are brought up, he should be prepared to offer constructive suggestions for inspiring the community (cleaning up a vacant lot, keeping yards and lawns attractive, obeying traffic laws, using litter receptacles).

2) plan visual aids that show positive influence for student participation in community relations. For example, he might use the bulletin board to display attractive modest homes, clean streets and other positive-type pictures.

Classification Form 4

CHECK LIST OF BUSINESSES IN THE DISADVANTAGED COMMUNITY

Types of Business	Number Observed	Size (Check One)			Condition (Check One)						Location (Check One)			Type of Personnel							Appearance of Personnel			Skill Level Required			
		Small	Medium	Large	New	Old	Good Repair	Poor Repair	Clean	Crowded	Main Street	Side Street	Residential	Young	Old	Anglo	Minority Group Member	Helpful	Knowledgeable About Merchan.	Inefficient	Neat	Appropriately Dressed	Clean	Unskilled	Semi-skilled	Skilled	Professional
Hotels																											
Motels																											
Cafes & Restaurants																											
Cafeterias																											
Bakeries																											
Creameries																											
Laundries																											
Dry Cleaners																											
Child Care Centers																											
Apartment Buildings																											
Automobile Agencies																											
Service Stations																											
Banks																											
Loan Offices																											

Classification Form 4 (Continued)

Types of Business	Number Observed	Size (Check One)			Condition (Check One)						Location (Check One)			Type of Personnel								Appearance of Personnel			Skill Level Required			
		Small	Medium	Large	New	Old	Good Repair	Poor Repair	Clean	Crowded	Main Street	Side Street	Residential	Young	Old	Anglo	Minority Group Member	Helpful	Knowledgeable About Merchan.	Inefficient		Neat	Appropriately Dressed	Clean	Unskilled	Semi-skilled	Skilled	Professional
Real Estate Firms																												
Grocery Stores																												
Variety Stores																												
Clothing Stores																												
Beauty Shops																												
Barbers																												
Furniture Stores																												
Lumber Yards																												
Newspaper Offices																												
Bars																												
Second Hand Stores																												
Antique Shops																												
Jewelry Stores																												
Drug Stores																												
Agriculture Related																												
Others (please list)																												

Classification Form 5

RECREATIONAL FACILITIES AVAILABLE
IN THE DISADVANTAGED COMMUNITY

Check which of the following types of parks and recreational areas are available in the community. Briefly describe the condition of the facilities.

	Available	Condition of Facilities
Baseball fields	_____	_____
Basketball courts	_____	_____
Tennis courts	_____	_____
Swimming pools	_____	_____
Wading pools	_____	_____
Boy's clubs	_____	_____
Parks	_____	_____
Club maintained recreational areas (specify)	_____	_____
Other (specify)	_____	_____

Classification Form 6

PLACES OF RELIGIOUS WORSHIP
IN THE DISADVANTAGED COMMUNITY

Check the denominations of churches and other houses of worship represented in the community.

____ Adventist - Seventh-Day
____ Assemblies of God
____ Baha'i
____ Baptist
____ Baptist - American
____ Baptist - Independent
____ Baptist - Southern
____ Catholic
____ Christian
____ Christian Reform
____ Christian Science
____ Church of Christ
____ Church of God
____ Church of Jesus Christ of Latter-Day Saints
____ Congregational
____ Episcopal
____ Evangelical - Free
____ Foursquare Gospel
____ Jehovah's Witnesses
____ Lutheran
____ Methodist
____ Nazarene
____ Pentecostal
____ Presbyterian
____ Salvation Army
____ Unitarian
____ United Church of Christ
____ United Methodist
____ The Wesleyan
____ Other (specify)

Classification Form 7

EDUCATION FACILITIES IN THE
DISADVANTAGED COMMUNITY

Check which of the following types of schools are located in the community and briefly describe their physical condition.

Check whether found in community		Description
_____	Elementary	_____
_____	Junior High	_____
_____	Senior High	_____
_____	Private	_____
_____	Trade (specify)	_____
_____	Parochial	_____
_____	Beauty Schools	_____
_____	Junior Colleges	_____
_____	Community College	_____
_____	Vocational (post secondary)	_____
_____	Other (specify)	_____

Experience No. 5 - Visiting Agencies in the Disadvantaged Community

Brief Description

The student teacher will participate in activities of federal, state and local agencies such as Neighborhood Youth Corps, VISTA, Welfare, Bureau of Indian Affairs, Office of Economic Opportunity, Upward Bound, Head Start, MDTA Programs, Urban League and church related agencies whose purpose is to assist in a disadvantaged community to attain the good things in the American way of life.

Objectives

1) To learn the functions of the various educational and social agencies responsible for assisting people in a disadvantaged community to attain a better standard of living.

2) To learn from the personnel in these agencies the problems of the disadvantaged people they serve.

3) To learn from the personnel in these agencies the positive and negative responses of the disadvantaged to their leadership.

4) To identify the opinion leaders of the community through these agencies.

Procedures

The student teacher will:

1) identify the agencies within the disadvantaged community by contacting local school officials and clergymen;

2) contact the directors of these agencies and arrange for an interview with them;

3) conduct an interview with the director of each agency in the community and visit the programs where the disadvantaged people are participating;

4) make a list of the objectives of each of the agencies and describe the community participation in the programs conducted by the agencies. (See Classification Form 8.)

Application to Student Teaching Assignment

The student teacher will:

1) list the activities he would initiate as a result of this clinical experience. For example, he might discuss with the students the various agencies in their community that they can benefit from, the purpose of the agency and the benefits the community as a whole derives from the functions of the agencies.

2) cite as examples some of the good things accomplished by the community agencies as the opportunities arise in the classroom.

3) encourage the students to discuss their involvement with the community agencies.

Classification Form 8

AGENCY CLASSIFICATION FORM

Instructions: List below the agencies which assist people living in a disadvantaged community to attain the good things common to the American way of life. Indicate whether these are federal, state, or local agencies, and list the primary purposes of each agency found in the community which you observed. In the last column, list the most pressing problems of the disadvantaged as described by the agency personnel.

Name of Agency	Federal	State	Local	Primary Purpose of Agency	Most Pressing Problems of the Disadvantaged

Experience No. 6 - Working in a Community Agency

Brief Description

The student teacher will obtain part-time employment on a volunteer basis with an agency serving the disadvantaged in or near the college community attended by the student teacher. Part-time employment or volunteer work can be during the student's free hours of his daily schedule, in the evening, or on weekends.

Objectives

1) To learn the functions, programs, and personnel at an agency serving the disadvantaged.

2) To identify problems for which culturally different persons seek help.

3) To develop empathy and understanding for the problems of disadvantaged persons.

4) To become better acquainted with the disadvantaged community, the agencies which serve it, and how these agencies might be utilized by a business education teacher.

Procedures

The student teacher will:

1) (with the help of the supervisor) contact the director of a community agency to make arrangements for an interview;

2) during the interview explain his interest in working with the disadvantaged community agency;

3) during the interview, request an opportunity to work with the personnel in the agency according to a time convenient to the student teacher and the personnel in the agency;

4) keep a log or diary of his experiences while working with the community agency. The log should:

   (a) describe personnel (Classification Form 9), clients, problems, and possible solutions;

   (b) identify the types of problems for which disadvantaged persons seek help;

(c) identify ways in which the business education teacher and agency personnel can work together to help students.

Application to Student Teaching Assignment

The student teacher will:

1) prepare and maintain a list of agencies to whom students can be referred for help with specific problems;

2) refer students to agencies (or refer agencies to students) as appropriate.

Classification Form 9

AGENCY PERSONNEL OBSERVATION FORM

Instructions: List below the title of each person employed in the agency in which you are working. Include both salaried and volunteer employees. Indicate the number of persons under each job title. In the last column, give a brief description of the duties under each job title.

Job Title	Number	Description of Duties

Experience No. 7 - Visiting Courts and Hospitals

Brief Description

The student teacher will visit municipal and juvenile courts and hospital receiving rooms in the community in which he is likely to do his student teaching.

Objectives

1) To give the student teacher an insight to the kinds of problems the disadvantaged have with law enforcement.

2) To observe the reactions such as defiance and acceptance to court officials whose duty is to judge those who violate laws.

3) To observe family cohesiveness or alienation when a member of the family is in violation of the law.

4) To observe family emotions when sickness or accidents occur which necessitate hospitalization.

5) To observe the facilities and professional help available to the disadvantaged who require hospitalization.

Procedures

The student teacher will:

1) (with the assistance of the supervisor) contact court officials in the community in which the student teacher is likely to teach to ascertain the time when the visit to court would be most advantageous to the student teacher. An interview with the judge prior to the court visit will be requested so that the student teacher might better understand the variety of problems, the frequency of problems and the court's responsibility in the proceedings.

2) (with the assistance of the supervisor) contact hospital officials to make the necessary arrangements for visiting the receiving room in a hospital serving the disadvantaged community where the student teacher is likely to teach. An interview with the hospital official will be requested prior to the visit so that the student teacher may be briefed on the kinds of problems most frequently associated with the disadvantaged.

3) write a summary of the observations made during his visit to the court or hospital. (Classification Form 10)

4) prepare a list of the major difficulties that disadvantaged persons seem to have with law enforcement agencies.

5) list and describe the offenses with which most disadvantaged youth observed in court were charged. Note the average sentence given for each offense cited.

Application to Student Teaching Assignment

The student teacher will:

1) discuss in the clinical experience seminar the major health and legal problems faced by disadvantaged people and suggest ways the teacher can help disadvantaged youth who are faced with such problems;

2) discuss in the high school class the agencies that are available to help people with legal and health problems.

Classification Form 10

COURT AND HOSPITAL OBSERVATION FORM

Institute Visited: _____

Length of Visit: _____

Date of Visit: _____

Describe each of the following:

Emotional state of the defendants or patients:

Emotional state of the family of defendants or patients:

Attitudes of judges or doctors:

Attitudes of clerks or nurses:

Evidence of respect or lack of respect for authority or rules:

Ability of the institution to handle the cases brought before it efficiently:

Experience No. 8 - Making a Comparison Shopping Study

Brief Description

The student teacher will visit the retail stores in the disadvantaged community where he is likely to do his student teaching to determine prices, quality, and variety of merchandise in the stores. He will observe advertising appeal, credit privileges, and competitiveness as well as customer service by the store personnel. He will then compare his observations of the disadvantaged community with the same observations in an advantaged community.

Objectives

1) To determine whether the disadvantaged people have a selection of quality merchandise comparable to that of advantaged people.

2) To determine whether disadvantaged people pay higher prices for similar merchandise than advantaged people pay.

3) To determine whether customer service in a disadvantaged community is comparable to customer service in an advantaged community.

4) To observe the differences, if any, in the appeal to customers by store owners, such as display of merchandise, advertising, physical facilities (aisle space, lighting, air conditioning).

Procedures

The student teacher will:

1) visit retail stores in the disadvantaged community in which he is likely to teach and obtain prices on food, clothing and luxury items. He will record the types of advertising and customer appeal made by the retail store owners. (Classification Form 11)

2) visit retail stores in an advantaged community and obtain prices on food, clothing, and luxury items. He will also record the types of advertising, and customer appeal made by the retail store owners. (Classification Form 11)

3) record and compare observations made concerning physical facilities in both disadvantaged and advantaged communities

such as aisle space, lighting, air conditioning, merchandise display, merchandise carts, checker facilities, and any others that are evident. (Classification Form 11)

Application to Student Teaching Assignment

The student teacher will:

1) incorporate into his classroom lectures and discussions on the importance of comparative shopping, how to get the most for your money, and thrift;

2) encourage discussions that lend themselves to quality buying and customer service;

3) apply textbook material to realistic local problems;

4) plan in detail a unit on comparative shopping (for use in high school with disadvantaged youth).

Classification Form 11

COMPARISON SHOPPING GUIDE

Advantaged Community					Disadvantaged Community				
Items Compared	Price	Selection			Items Compared	Price	Selection		
		Good	Fair	Poor			Good	Fair	Poor

Physical facilities:

Clean	Yes	No
Well ventilated	Yes	No
Attractive	Yes	No
Crovded	Yes	No

Merchandise Display:

Attractive	Yes	No
Convenient	Yes	No

Informative advertisement: Yes No

Physical facilities:

Clean	Yes	No
Well ventilated	Yes	No
Attractive	Yes	No
Crowded	Yes	No

Merchandise Display:

Attractive	Yes	No
Convenient	Yes	No

Informative advertisement: Yes No

Experience No. 9 - Visiting Missions and Churches

Brief Description

The student teacher will visit a mission or a church in the community in which he is likely to do his student teaching.

Objectives

1) To determine the values the disadvantaged people place upon religion.

2) To determine the extent the church influences the disadvantaged people.

3) To determine the role of the church in civic and recreational leadership in the disadvantaged community.

4) To understand the encouragement or restrictions church influence has upon student participation in classroom and extracurricular activities.

Procedures

The student teacher will:

1) (with the assistance of his supervisor) determine from the school officials and teachers where he is likely to do his student teaching, the church or churches most frequented by the disadvantaged students;

2) note the church sponsored functions such as fiestas, dances, parties, scout troops, recreation and playground activities, bingo, and other family-type functions; (Classification Form 12)

3) visit with the pastor to discuss the role of the church in the disadvantaged community; (Classification Form 13)

4) write a short report on the observations made from his visit to the church and his visit with the pastor of the church.

Application to Student Teaching Assignment

The student teacher will:

1) make plans for conducting his class in a manner that does not conflict with the church and its teachings.

Classification Form 12

MISSION OF CHURCH OBSERVATION FORM

Mission or Religious Institution Visited	Person in Charge of the Institution	Activities Sponsored by Institution	Application That Could be Made to the Business Education Program

Classification Form 13

GUIDE FOR INTERVIEW OF RELIGIOUS LEADER

Name and Title of Person Interviewed: _____

Religious Institution: _____
(Name) (Address)

Date of Visit: _____

1. What do you see as the major problems facing the people of the disadvantaged community?

2. In what ways does the church (or other religious institution) help eliminate these problems or help the people meet these problems more effectively?

3. What are the major strengths that you see in the disadvantaged community?

4. Overall, what would you say is the place of religion in the lives of the persons in the disadvantaged community?

5. How would you say the religious convictions of persons in the disadvantaged community compare with those of persons not from disadvantaged communities?

GROUP C--GETTING TO KNOW ABOUT DISADVANTAGED STUDENTS

Experience No. 10 - Learning About the Special Needs of Disadvantaged Students

Brief Description

The student teacher will: (1) become familiar with the special needs of disadvantaged students through secondary sources, observation of classroom and other activities, and interviews with students, teachers, and school administrators; and (2) formulate suggestions for helping disadvantaged students fulfill their needs.

Objectives

1) To discover the special needs of disadvantaged students.

2) To learn to recognize which student needs are unfulfilled through observation of students' behavior.

3) To explore means for meeting the special needs of disadvantaged students.

Procedures

The student teacher will:

1) view the film, "The Way It Is" (NET).

2) re-read chapter two of *On the Outskirts of Hope*.

3) re-read chapter two of *Human Relations* (Keith Davis) which explains Maslow's theory of needs of man.

4) discuss each of the needs in Maslow's hierarchy in relation to the needs of culturally different students. In this discussion consideration will be given to the conditions, problems, and situations which contribute to the nonfulfillment of these needs for disadvantaged students.

5) read from the following materials to collect information about the special needs of disadvantaged students:

Growing Up Poor, by Catherine S. Chilman

Low-Income Life Styles, by Lola M. Ireman

Two Blocks Apart, by Charlotte L. Mayerson

Children in Crisis, by Coles

About the Poor, by Elizabeth Herzog

6) work with other student teachers to develop an instrument to use in recording information to be gathered during in-school observations and interviews. (See sample instrument at the end of this unit.)

7) visit (singly or with one other student teacher) business education classes in a school serving disadvantaged students. Teachers will be asked to identify one or more students who evidence that one or more of the needs identified by Maslow are not met.

8) discover conditions that cause the identified students' needs to be unfulfilled by observation of and interviews with the identified students, his teachers, and the school officials, and record these indications on Classification Form 14.

9) report to the class the results of the observations and interviews.

10) compile a written report offering suggestions for classroom activities in the high school for helping students fulfill their basic needs.

Application to Student Teaching Assignment

The student teacher will develop a detailed plan for implementing each of the activities suggested (item 10, above) in the following vocational education classes:

1) skill-building classes (typewriting, shorthand, office procedures);

2) bookkeeping;

3) basic business;

4) distributive education;

5) home economics;

6) vocational agriculture;

7) shop classes.

Classification Form 14

CLASSIFICATION OF UNFILLED NEEDS

Indication of unfilled needs discovered through observation and interviews	Physiological	Safety	Belonging	Self Esteem	Self-realization
(Examples) Student sleeps in class	✓				
never talks in or out of class			✓		
has no hobbies					✓

Experience No. 11 - Learning to Communicate with the Disadvantaged Student

Brief Description

The student teacher will develop a list of words and expressions peculiar to the disadvantaged student so that he can communicate and understand their expressions.

Objectives

1) To compile a list of and define words and expressions used by the disadvantaged students.

2) To be able to communicate with students using their own vernacular.

3) To develop procedures and techniques to help the students to be able to communicate in standard English in appropriate situations.

Procedures

The student teacher will:

1) view and discuss the two films, "Transforming Dialect" and "Language as a Social Arbitrator," (Harvard University)

2) assemble from secondary sources a preliminary list of words and expressions used by disadvantaged youth. (A sample vocabulary list may be found on pages xiii-xiv of *On the Outskirts of Hope.*) (Classification Form 15)

3) interview or tutor Upward Bound or other students, adding their unique expressions to the list developed from secondary sources. Discuss these expressions with the students interviewed so as to be able to give a precise definition of each expression.

4) spend a day in a junior or senior high school in the company of a disadvantaged student; (this activity is outlined in Section D) attend classes, eat in the cafeteria, listen to conversation in the hallways and have the student accompanying him explain any words or expressions he does not understand; add to the specialized vocabulary list any new expressions learned during the day.

5) work with other prospective student-teachers to synthesize, refine, and compile a master list of words and expressions used by the disadvantaged students.

6) work in groups to plan 15-minute skits in which student teachers play the role of high school students in order to demonstrate the use of the terms and expressions that have been identified.

Application to Student Teaching Assignment

The student teacher will:

1) communicate with students in their own language when appropriate situations arise;

2) discuss with students the occasions when it is appropriate to use their customary expressions and occasions when it is more appropriate to use standard English;

3) plan in detail at least one unit of instruction designed to teach students when it is appropriate and when it is not appropriate to use their specialized language;

4) plan in detail one unit of instruction designed to develop student skill in substituting office speech patterns for their customary patterns of speech.

Classification Form 15

EXPRESSIONS USED BY THE CULTURALLY DIFFERENT STUDENT

Word or Expression Used	Meaning	Example
Soul	deep feeling	He got soul
Bread	money	I going get me some bread

Experience No. 12 - Spending a School Day With a Disadvantaged Student

Brief Description

The student teacher will spend an entire school day with a disadvantaged student who has been selected by the vocational teacher of the school.

Objectives

The student teacher will:

1) learn to identify and empathize with a disadvantaged student;

2) be able to better understand the attitudes toward schools of disadvantaged students.

Procedures

The student teacher will:

1) contact the vocational teacher and ask him to select a disadvantaged student who evidences difficulty in adjusting to school life. The vocational teacher will explain to the selected student that the student teacher will be doing his student teaching in the school and ask the student to let the student teacher spend the day with him. On the day of the visit the vocational teacher will introduce the student to the student teacher.

2) develop a list of topics for discussion and things to observe, and construct instruments on which to record these findings. (See examples at end of this section.)

3) spend an entire school day in the company of the selected student attending classes, eating lunch, observing extracurricular activities, visiting in the halls, etc.

4) at appropriate times during the school day, discuss with the student his likes and dislikes, his aspirations and frustrations.

5) summarize and record the day's findings and activities on the instrument previously prepared. (Classification Forms 16 and 17)

6) write a brief description of the student's behavior in an informal, unsupervised, school situation--such as hall, lunch room, or school grounds. Include in the description such things as:

   (a) student's ability to communicate with peers,

   (b) student's leadership role (or follower role),

   (c) student's tone of voice (active, passive),

   (d) student's acceptance or nonacceptance by peer group,

   (e) student's general appearance when judged with other members of the group, and

   (f) student's participation in activities.

7) discuss and compare experiences with other student teachers.

8) list at least three to five reasons why students do not always accept and conform to institutional requirements.

9) list and explain at least three to five things teachers can do to establish better rapport with students observed.

Application to Student Teaching Assignment

The student teacher will:

1) discuss with students the school's institutional requirements, inviting criticisms of these requirements and suggestions for improvements;

2) set aside classroom time to listen to students' opinions and attitudes about school work in an effort to establish better rapport with them;

3) adjust his presentations and assignments to meet the capabilities of his students;

4) keep a record of adjustments made in lesson plans, presentations, assignments and class activities which were made in order to better meet the needs of the disadvantaged students.

Classification Form 16

CLASSROOM OBSERVATION GUIDE

Characteristics Observed		Observation
Rapport	Rapport with other students	
	Rapport with teacher	
Description of Classroom Behavior	Obnoxious	
	Withdrawn	
	Passive	
	Active	
	Not acceptable	
	Sometimes disruptive	
	Acceptable	
Quality of responses given	Irrelevant response	
	Excellent response	
	Poor response	
	Satisfactory response	
	Worst response	
	Best response	
Number of times that information was volunteered		
Number of times that student was called on in class	Student participated	
	Student did not respond	
Classroom subject observed		

Classification Form 17

QUESTION GUIDE FOR USE WITH DISADVANTAGED STUDENT

Things to Ask	Answers
1. Do you like school?	
2. Do you think you are getting a good education?	
3. Do you, as a member of a minority group, think you are getting as good an education as a child from the majority group?	
4. Is your school equipped with the things it needs?	
5. How would you like to see your school changed? Your school system?	
6. What do your parents think of the school and of your progress in school?	

Experience No. 13 - Visit to a Student's Home Accompanied by a Social Worker

Brief Description

The student teacher will accompany a social worker on a home visit to welfare recipients who have teen-age children attending school.

Objectives

1) To orient the student teacher to the environment (physical conditions) in which the disadvantaged students live.

2) To help the student teacher discover the attitudes of the parents of disadvantaged youth toward the school.

3) To provide the student teacher with experiences in making visits to the homes of disadvantaged students.

4) To encourage the student teacher to plan ways of adapting instruction to the special needs of disadvantaged youth.

Procedures

The student teacher will:

1) prepare a guide which lists things to be observed and questions to ask during the home visit. (Classification Form 18 provides example.) This guide should be used only for pre-visit planning and should not be taken on the home visit.

2) make arrangements with the social worker (who has already been contacted by the university coordinator) to accompany him on home visits.

3) describe (in writing) how he would respond to the critical incidents listed later in this section. (Classification Form 19)

4) meet with the social worker prior to the home visit in order to discuss the case history of the family or families to be visited.

5) go with the social worker on the home visits, observing the home environment and his talking with the parents about their children and the schools.

6) elicit information from parent(s) for compiling a report which will permit the recording of the parent(s) ideas and perceptions relative to:

   (a) attitude toward education in general.

   (b) attitude toward the school.

   (c) educational and vocational objectives for their children.

   (d) level of interest in all activities of their children.

   (e) number of children in the home and the age range of these children.

   (f) general health of family members.

   (g) occupation(s) of working member of the family.

7) prepare a written report on the home visit. This report should include, but not be restricted to, those items contained in the check sheet prepared in step one and item 6 above.

8) meet with the other student teachers to discuss the home visits and to discuss how what they saw and learned during these visits will change their classroom teaching.

9) describe (in a written report) the techniques used by the social worker to (1) gain entry into the home, (2) establish rapport with adults in the home, and (3) elicit information from adults in the home.

10) list at least five ways in which the teacher can plan for individualized instruction in the classroom which will help compensate for adverse conditions in the student's home.

11) list at least five extracurricular experiences which would help the student to overcome adverse conditions at home.

12) respond again to the critical incidents listed on exhibit one; then look at his previous responses to see if his home visits have caused any change in the way that he would react to these critical incidents.

Application to Student Teaching Assignment

The student teacher will:

1) consider home conditions when making homework assignments;

2) be more tolerant of the physical appearance of the disadvantaged students;

3) be able to associate various behaviors with the unfulfilled needs of students;

4) empathize with the students and attempt to find a common ground between the students' needs and wants and the school requirements.

Classification Form 18

HOME OBSERVATION GUIDE

Things to Observe (Examples)	Things to Learn Through Conversation with Parents (Examples)
1. Sleeping facilities in the home.	1. Total number of children and the number who live at home.
2. Whether or not the home conditions appear to provide opportunity for students to study.	2. The parents' ambitions for their children--educational and vocational.
3. Reading material in the home.	3. The degree of the parents' interest in their children's activities.
4. If home has a television set or a radio.	4. Parents' occupation, when employed.
5. Types of nome decorations, if any.	5. Occupations of other adult members of the household.
6. Presence of religious symbols in the home.	6. The parents' value structure. (Example: How is the welfare check spent?)
7. Cleanliness of the home.	7. Language used by adults.
8. General conditions in the immediate neighborhood in which the home is located.	8. Recreational interest of parents.
9. Lighting conditions in the home.	9. Parents' participation in political and social activities.
10. Appearance and dress of adult members of home.	

Classification Form 19

CRITICAL INCIDENTS IN THE CLASSROOM

Tell how you would respond to the following situations:

1. A particular student frequently falls asleep in class.

2. Several students never complete their homework.

3. A student uses profane language in the classroom.

4. A student in the class is very dirty and has a repugnant body odor.

5. A student consistently uses an extremely loud voice in talking to others.

6. A student always seems apathetic, even when the other students become excited about classroom activities.

7. A student works well in groups of two or three but refuses to work alone.

PART II

CHAPTER II

EXPERIENCES TO BE USED UNDER THE INDUCTIVE APPROACH

EXPERIENCES TO BE USED UNDER
THE INDUCTIVE APPROACH

GROUP D--GETTING TO KNOW A FEW DISADVANTAGED STUDENTS WELL

Experience No. 14 - Tutoring a Disadvantaged High School Student

Brief Description

The student teacher will tutor a disadvantaged high school student, observe student's learning problems firsthand and develop techniques for overcoming these problems. This experience should be followed up by Experience No. 15.

Objectives

1) To identify specific learning problems of disadvantaged students' vocational subjects.

2) To try out methods of teaching on a one-to-one or small group basis with disadvantaged students in vocational education.

3) To explore means of helping disadvantaged students to overcome their learning problems.

4) To provide a "reality" frame of reference for methods courses.

Procedures

The student teacher will:

1) review the NOBELS Taxonomy of Office Activities for Office and Business Education to become familiar with the three domains of office activities--operating, interacting, managing.

2) review the vocabulary developed in Section B.

3) discuss with a classroom teacher and fellow student teachers the learning problems of disadvantaged students as identified through reading, observations, and interviews.

4) be assigned according to his subject-matter speciality to a vocational education teacher for the purpose of providing individual instruction to one or two disadvantaged high school students who are experiencing learning problems.

5) work out a tutoring schedule in cooperation with the classroom teacher and students to provide a minimum of 15 hours of tutoring experience during the quarter.

6) become familiar with the background of the student(s) tutored by examining counselor, academic, and attendance records and by talking with the student's counselor, school nurse, and teachers.

7) prepare a written report of the tutoring experience including the identification of specific learning problems, suggestions for remedial teaching techniques, and evaluation of the techniques used; (Classification Form 20).

8) identify at least five school sources (written sources or individual persons) of information relating to any student and describe the kinds of information which would be available from each source; (Classification Form 20).

Application to Student Teaching Assignment

The student teacher will:

1) prepare and use a reference manual on how each of the special techniques developed in the tutoring sessions could be applied to classroom teaching;

2) develop a plan to provide for individualized tutoring in the classroom through the use of selected high school students, college student volunteers, and volunteers from civic and religious organizations in the community.

Classification Form 20

TUTORING TECHNIQUES FOR OVERCOMING LEARNING PROBLEMS
OF DISADVANTAGED STUDENTS

Learning Problem Observed	Possible Cause of the Problem	Technique for Overcoming the Problem	School Resources Available
(Example)			
1. Incorrect usage of verb or tense; e.g., "I done" to mean "I am finished."	1. Incorrect usage by adults in the home and community with whom the youth spends most of his time.	1.(a) Allow students to use a tape recorder to record sentences using improper tenses and then the same sentences with correct tenses. (b) Make a list of incorrect sentences used by students (without letting them know you are making such a list). Duplicate the list and give to students to correct.	1.(a) tape recorder (b) reference books such as grammars, dictionaries, etc.

Experience No. 15 - Visit to Home of Student(s) Being Tutored

Brief Description

The student teacher will visit the home of one of the students whom he is tutoring.

Objectives

1) To establish rapport with the student and his family.

2) To orient the student teacher to the environment (physical condition) in which the disadvantaged students live.

3) To help the student teacher discover the attitudes of the parents of disadvantaged youth toward the school.

4) To provide the student teacher with experience in making visits to the homes of disadvantaged students.

5) To encourage the student teacher to plan ways of adapting instruction to the special needs of disadvantaged youth.

Procedures

The student teacher will:

1) prepare a guide which lists things to be observed and questions to ask during the home visit; (See Classification Form 21.) The guide should be used only for previsit planning and should not be taken on the home visit.

2) make arrangements to visit in the home of student he is tutoring.

3) describe (in writing) how he would respond to the critical incidents listed in Classification Form 22.

4) visit the student and observe the home environment. Talk with the parents about their children and the schools.

5) prepare a written report on the home visit. This report should include, but not be restricted to, those items contained in the check sheet prepared in step one. It should also include answers to the following questions:

(a) Was the visit successful? Why?

(b) What were the high points of the visit?

(c) In what ways did the student teachers attitude about the disadvantaged change as a result of the visit?

6) meet with the other student teachers to discuss the home visits and to discuss how what they saw and learned during visits will change their classroom teaching.

7) respond again to the critical incidents listed on exhibit one. He will then look at his previous responses to see if his home visits have caused any change in the way that he would react to these critical incidents.

Application to Student Teaching Assignment

The student teacher will:

1) consider home conditions when making homework assignments;

2) be more tolerant of the physical appearance of the disadvantaged students;

3) be able to associate various behaviors with the unfulfilled needs of students;

4) empathize with the students and attempt to find a common ground between the students' needs and wants and the school requirements.

Classification Form 21

HOME OBSERVATION GUIDE

Things to Observe (Examples)	Things to Learn Through Conversation with Parents (Examples)
1. Sleeping facilities in the home.	1. Total number of children and the number who live at home.
2. Whether or not the home conditions appear to provide opportunity for students to study.	2. The parents' ambitions for their children--educational and vocational.
3. Reading material in the home.	3. The degree of the parents' interest in their children's activities.
4. If home has a television set or a radio.	4. Parents' occupation, when employed.
5. Types of home decorations, if any.	5. Occupations of other adult members of the household.
6. Presence of religious symbols in the home.	6. The parents' value structure. (Example: How is the welfare check spent?)
7. Cleanliness of the home.	7. Language used by adults.
8. General conditions in the <u>immediate</u> neighborhood in which the home is located.	8. Recreational interest of parents.
9. Lighting conditions in the home.	9. Parents' participation in political and social activities.
10. Appearance and dress of adult members of home.	

Classification Form 22

CRITICAL INCIDENTS IN THE CLASSROOM

Tell how you would respond to the following situations:

1. A particular student frequently falls asleep in class.

2. Several students never complete their homework.

3. A student uses profane language in the classroom.

4. A student in the class is very dirty and has a repugnant body odor.

5. A student consistently uses an extremely loud voice in talking to others.

6. A student always seems apathetic, even when the other students become excited about classroom activities.

7. A student works well in groups of two or three but refuses to work alone.

Experience No. 16 - Small Class Instruction in the Upward Bound Program

Brief Description

The student teacher will teach small groups of students (five-10 in number) in vocational subjects in an Upward Bound (or similar type) Program.

Objectives

1) To become well acquainted with a few disadvantaged students.

2) To learn about the needs of disadvantaged students.

3) To gain experience in teaching on a small group basis.

Procedures

The student teacher will:

1) (with assistance of the clinical experience supervisor) contact the director of an Upward Bound (or similar type) program and volunteer to teach a vocational subject to a small group of students enrolled in the program. (The students in the Upward Bound Program are selected from juniors in high schools serving disadvantaged students.)

2) prepare lesson plans, make class presentations and conduct classroom discussions, and evaluate the effectiveness of the course.

3) keep a log in which he describes each day all new insights or information he gains about the disadvantaged as the result of his work in the Upward Bound Program.

4) evaluate himself and have his Upward Bound students and the Upward Bound director evaluate his teaching; (See Classification Form 23.)

Application to Student Teaching Assignment

The student teacher will:

1) prepare lesson plans which utilize the insights gained during the teaching experience in the Upward Bound Program;

2) recognize when individual instruction techniques can and should be used and utilize such techniques as are appropriate.

Classification Form 23

EVALUATION OF UPWARD BOUND TEACHER

Name of Teacher _____

Course _____

Date of evaluation _____

S=Superior G=Good
E=Excellent P=Poor

Circle One:

1. ORGANIZATION

Is instruction presented logically and show evidence of deliberate preparation? . . . . . S E G P

2. DELIVERY AND PRESENTATION

Does he communicate directions clearly; does his voice and tone have the proper volume and inflection? . . . . . S E G P

3. ENTHUSIASM

Does he exhibit a lively interest in his subject matter and an enthusiastic response to students? . . . . . S E G P

4. SUBJECT MATTER

Does he demonstrate sufficient knowledge of his subject matter? . . . . . S E G P

5. QUESTIONING

Does he receive and answer questions adequately? . . . . . S E G P

6. APPEARANCE . . . . . S E G P

7. JUDGEMENT

Does he reliably and adequately handle discipline? Are other problems handled with dispatch and a minimum of disorder? . . . . . S E G P

Comments: _____

_____

Experience No. 17 - Individual Instruction in Department Store Training Program

Brief Description

The student teacher will give individual instruction to one or two students in vocational office or distributive subjects in special programs sponsored by local department stores or other businesses. (Other vocational skills may be taught as appropriate.)

Objectives

1) To become individually acquainted with a few disadvantaged students and, as a result, to learn of the problems of disadvantaged students.

2) To develop skill in using the techniques of individual instruction.

3) To observe how students respond to individual attention and interest from the teacher.

4) To become familiar with training programs in business and industry.

Procedures

The student teacher will:

1) (with the assistance of the clinical experience supervisor) arrange with a local department store, business, or industry (that has a special training program for new employees or potential employees from disadvantaged background) to provide instruction to one or two students in appropriate vocational subjects.

2) prepare a course of study indicating the subject matter which he plans to cover.

3) prepare individual material and assignment sheets for students to use.

4) meet with the students two hours each day on an individual or two-to-one basis.

5) evaluate the progress of the pupils and determine what techniques and procedures to use to bring about greater improvement.

6) evaluate himself as to his teaching effectiveness and have his students evaluate his teaching; (See Classification Form 24.)

Application to Student Teaching Assignment

The student teacher will:

1) plan ways to bring about as much individual contact with his students as possible;

2) plan classroom activities with the assumption that the learning potentials are often the same for all types of students but that the motivation may vary greatly;

3) deviate from the text as much as necessary to motivate the disadvantaged student.

Classification Form 24

EVALUATION OF UPWARD BOUND TEACHER

Name of Teacher _____

Course _____

Date of evaluation _____

S=Superior G=Good
E=Excellent P=Poor

Circle One:

1. ORGANIZATION

Is instruction presented logically and show evidence of deliberate preparation? . . . . . S E G P

2. DELIVERY AND PRESENTATION

Does he communicate directions clearly; does his voice and tone have the proper volume and inflection? . . . . . S E G P

3. ENTHUSIASM

Does he exhibit a lively interest in his subject matter and an enthusiastic response to students? . . . . . S E G P

4. SUBJECT MATTER

Does he demonstrate sufficient knowledge of his subject matter? . . . . . S E G P

5. QUESTIONING

Does he receive and answer questions adequately? . . . . . S E G P

6. APPEARANCE . . . . . S E G P

7. JUDGEMENT

Does he reliably and adequately handle discipline? Are other problems handled with dispatch and a minimum of disorder? . . . . . S E G P

Comments: _____

_____

Experience No. 18 - Tutoring at Manpower Development Training Act Center

Brief Description

The student teacher will tutor one or more students in a clerical training or other vocational class in a Manpower Development Training Act center.

Objectives

1) To learn what problems and life situations prevent disadvantaged students from succeeding in both school and the world of work.

2) To experiment in attempting to find ways of overcoming these problems.

3) To learn about the programs which are offered under the MDTA.

Procedures

The student teacher will:

1) find out what types of programs are offered at the local MDTA Center.

2) select a class at the center and ask the director and class instructor for permission to tutor one or more students in the class.

3) ask the instructor which students are most in need of help.

4) ask the instructor to introduce him to one of these students and then offer to help the student with his studies.

5) prepare special instructional materials which will help the student in mastering the required subject matter.

6) watch the progress of the student under his tutorage to see if his techniques are helping the student make progress, adjusting materials and techniques as necessary.

7) keep a daily diary of his work with the student and the techniques which he used to assist the student.

8) make a case study of at least one of the students in the MDTA class.

Application to Student Teaching Assignment

The student teacher will:

1) apply some of the techniques used in individual instruction to the classroom situation.

2) plan lessons that take into account the types of learning problems which the disadvantaged student is most likely to face.

3) when evaluating the student, remember the home problems which are deterrents to the success of such students in the classroom.

PART II

CHAPTER III

EXPERIENCES TO BE USED UNDER BOTH THE DEDUCTIVE AND INDUCTIVE APPROACHES

EXPERIENCES TO BE USED UNDER
BOTH THE DEDUCTIVE AND INDUCTIVE APPROACHES

GROUP E--LEARNING ABOUT THE SCHOOL AS AN INSTITUTION AND ORIENTING THE STUDENT TO THE WORLD OF WORK

Experience No. 19 - Learning About the School as an Institution

Brief Description

The student teacher will learn what programs, regulations, and organized activities exist in the school and will learn what school administrators, teachers, and students think about the value of these in meeting student needs.

Objectives

1) To become familiar with the various programs, regulations, and organized activities in the school.

2) To find out the administrator's reasons for setting up and maintaining the various school programs and regulations.

3) To find out what students and teachers think about the various programs, regulations, and activities.

4) To evaluate the school's programs and regulations and develop suggestions for modifying them so that they will better meet the students' needs.

Procedures

The student teacher will:

1) study the student activity handbook and available written literature in order to learn about school programs, regulations, and activities such as:

Counseling
Health Services

Attendance and Tardiness regulations
Use of Library
Hall and Lunchroom regulations
Food Services
Grading System
Recreational Activities
Work Opportunities
Regulations concerning dress, grooming, and behavior

2) ask the principal the reasons for the various school programs and regulations.

3) confer with teachers to determine how the present programs and regulations meet the special needs of students and what modifications they would suggest; (Classification Form 25).

4) interview several students to get their reactions to various programs, regulations and activities. (Interview several students at random in order to assure a cross section of student opinion); (Classification Form 25).

5) write a report discussing student and teacher attitudes toward the various programs, regulations, and activities discovered in items 3 and 4 above.

Application to Student Teaching Assignment

The student teacher will:

1) develop plans for meeting the students' needs in light of the school's requirements (e.g., if students are forbidden to take periodicals from the library and are not allowed to spend their study hall period in the library, the teacher will bring pertinent periodicals to the classroom).

2) plan around school regulations (e.g., instead of having a Christmas party for the class when school regulations forbid parties, have a role-playing lesson on "etiquette at office parties," etc.).

3) plan activities that will reinforce the learning that takes place in the extracurricular activities of students (e.g., help members of a student club learn how to plan a club trip).

4) plan opportunities for students to discuss their concerns (e.g., school regulations, riots and other community disturbances) in an orderly way and thus help students learn to communicate their thoughts and listen to the opinions of others.

Classification Form 25

ANALYSIS OF THE SCHOOL'S PROGRAMS

Item No.	Special Program, Regulation, or Organized Activity		Needs Which the Program, Regulation or Activity is Designed to Meet				
	(Example)	Physiological	Safety	Belonging	Self-Esteem	Self-Realization	Institution's Need for Order
1	Lunch program	✓					
2	Hall passes		✓				✓
3	Talking restrictions in hall						✓
4	FBLA			✓	✓		
5	Art Exhibits					✓	

Classification Form 25 (Continued)

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Item No.	Students' Attitudes toward the Program	Teachers' Attitudes toward the Program	Administrators' Reasons for Establishing and/or Maintaining the Program
	(Example) Lunch period too brief and hurried	Students need help in selecting and eating a balanced lunch	To provide noonday meal
1			
2			
3			
4			
5			

Experience No. 20 - Orienting the Student to the World of Work by Developing an Awareness of the Shortcomings and the Special Problems Which the Disadvantaged Student Faces in Securing and Adjusting to his First Job

Brief Description

The student teacher will visit employment agencies, special training programs, and businesses to learn about the job opportunities and job requirements for the beginning worker, and will review BOOST materials in order to become better prepared as a teacher to aid students in their transition from school to work.

Objectives

1) To determine the kinds of jobs available to the disadvantaged.

2) To become aware of discriminatory practices in hiring.

3) To identify special adjustment problems of the disadvantaged.

4) To compare the employment opportunities with the perceptions held by the disadvantaged youth.

5) To identify gaps in skills, knowledges, and abilities and discover attitudes which would inhibit disadvantaged students from obtaining and holding jobs.

6) To discover attitudes which would keep disadvantaged students from obtaining and holding jobs.

Procedures

The student teacher will:

1) familiarize himself with employment opportunities by visiting state and private employment agencies and reading help-wanted ads in local newspapers; (Classification Form 26).

2) question a panel of representatives from specialized vocational training programs, businesses, and governmental agencies about the problems of disadvantaged youth in adjusting to the initial job, about discriminatory employment practices, and about gaps in skills

and knowledges of disadvantaged youth; (Classification Form 26).

3) interview one or more employers who frequently hire disadvantaged students to determine:

   (a) why they employ disadvantaged students;

   (b) how the employee with a disadvantaged background compares with an employee who does not come from a disadvantaged home;

   (c) whether there are any jobs for which the school does not properly prepare disadvantaged youth.

4) list attitudes which would keep disadvantaged students from obtaining and holding jobs.

5) make a study of and report on the help the school gives to the student in preparing for and securing a job.

6) prepare a detailed plan of what he will do to supplement the school's program.

7) study units in BOOST to become familiar with activities for helping disadvantaged students prepare for work.

Application to Student Teaching Assignment

The student teacher will:

1) develop a plan to improve basic skills and knowledges;

2) plan and implement activities to assist the disadvantaged student to learn about, prepare for, secure, and keep a job.

Classification Form 26

SURVEY OF EMPLOYMENT OPPORTUNITIES FOR THE DISADVANTAGED

Types of Jobs Available	Skills Required	Common Shortcomings of Workers from Disadvantaged Backgrounds	Evidence of Discrimination in Employment
1. Receptionist	Communication and human relations	Unacceptable conversational English and loud and boisterous	Disproportionate number of white employees

APPENDIX

APPENDIX

There is no reliable instrument by which to judge attitudes of present and prospective teachers towards disadvantaged youth. The following pages contain numerous tested items from which such an instrument can be developed. These items were developed as a sub-project using the procedures described below.

Teachers in several junior and senior high schools in Colorado were asked to write statements that expressed their perceptions of disadvantaged students in terms of each of the following:

A. Home and family environment of the student;

B. Neighborhood in which the students live;

C. Ways in which such students react or behave in relation to school rules and regulations;

D. Personal habits of disadvantaged students;

E. Response to learning situations by disadvantaged students;

F. Abilities of disadvantaged students;

G. Personality of disadvantaged students;

H. Leisure time activities;

I. Motivation of disadvantaged students;

J. Attitudes of disadvantaged students toward school and learning situations;

K. Effectiveness of special programs for disadvantaged students.

From the statements written by the teachers, 538 perceptions were identified. Twenty vocational teachers then judged each of the perceptions on an 11-point scale which ranged from extremely unfavorable to extremely favorable. In judging each perception, the vocational teachers were asked to rate the attitude of the teacher who held that perception rather than to indicate their own agreement or disagreement with the perception.

The results of the judges' ratings of each statement were analyzed statistically using the Q_1, Q_2 (median), and Q_3 values. One hundred eighty statements having a low interquartile range (Q_3-Q_1) in the frequency distribution were kept to form a pool of items for use in constructing measuring instruments. (See Appendix.) The median values of those items retained are exhibited in the table below.

Median Values of the
Attitude-Identification
Scale Statements

Median Range Categories	Frequency Distribution
1 to 3.99	86
4 to 7.99	13
8 to 10.99	81

Items Used

The statements kept to form the Attitude-Identification Scale, and their interquartile values, are as follows:

Interquartile Values	
Q_2	Q_3-Q_1
9.70	3.84
3.75	2.92
3.90	3.75
3.00	3.33
7.83	5.50

Category A: <u>The home and family environment of the student</u>

1. Parents of disadvantaged students usually work hard in an attempt to obtain a better life for their children than they have had.
2. Parents of disadvantaged students are often either too strict or they are not strict enough.
3. Parents of disadvantaged students are unresponsive to contacts made by school personnel.
4. Students from disadvantaged homes are not well-disciplined.
5. Cultural or ethnic differences rarely create serious problems between the student and the teacher.

Interquartile Values	
Q_2	Q_3-Q_1
3.83	2.55
3.83	2.55
10.25	2.99
2.30	4.37
9.25	3.17
4.50	2.58
10.68	1.66
9.90	2.28
6.75	2.50
8.25	3.60
5.00	2.50

6. Parents of disadvantaged youth are often discouraged because of repeated failures.

7. Parents of disadvantaged youth drink excessively.

8. Understanding the home environment helps the teacher to work more effectively with disadvantaged students.

9. It is discouraging to teach disadvantaged students because parents do not appreciate your efforts.

10. Disadvantaged parents see education as a means to a better way of life for their children.

11. Disadvantaged students from minority groups are more likely to come from broken homes than are disadvantaged white anglos.

12. Many minority students have fine attitudes, good behavior, and good habits.

13. Disadvantaged students come from homes that have very little in the way of material wealth, but they have a great deal of love.

14. Student attitudes in school are a reflection of the home, and this is not the same for all disadvantaged students.

15. They usually have close family ties.

Category B: <u>The neighborhood in which the students live</u>

1. Homes of disadvantaged students are often poorly kept.

Interquartile Values

Q_2	Q_3-Q_1
7.50	4.17
3.17	3.08
4.50	2.66
1.50	3.00
8.50	3.20
8.00	2.25
2.50	3.33
9.26	1.47
10.00	1.95
9.17	2.60
8.83	2.25

2. It takes an exceptional student to overcome both adverse home and neighborhood conditions.

3. Houses may be very run down in appearance, but they will have a color TV inside.

4. Disadvantaged youth are transient in nature and there is very little community pride.

Category C: <u>Ways in which such students react or behave in relation to school rules and regulations</u>

1. Disadvantaged students will disobey rules every time they are reasonably sure that they will not be caught.

2. Mexican-American students are usually cooperative.

3. Negro parents do not want their children to cause trouble in school.

4. Parents of disadvantaged students encourage their children to fight.

5. Disadvantaged students will obey rules and regulations if they have respect for the person(s) setting these rules.

6. If rules and regulations are presented in a positive manner, disadvantaged students will likely see the need and follow the rules.

7. If they know what is expected of them, they will respect the rules.

8. Disadvantaged students will comply with school rules which are made clear to them.

Interquartile Values

Q_2	Q_3-Q_1	
9.50	3.33	9. Disadvantaged students will follow rules as well as other students.
1.70	1.95	10. They have a complete disregard for teachers and other school officials.
1.90	2.37	11. They are moving in areas of the school where they have no business.
2.17	3.70	12. These students lack interest in education.
2.17	3.70	13. They do not display a sense of fair play.
1.75	1.25	14. Most disadvantaged students from minority groups dislike white teachers.
1.83	3.37	15. Disadvantaged students hate the police.
2.25	3.79	16. Disadvantaged students have chips on their shoulders.
1.78	1.36	17. Disadvantaged students believe rules were made to be broken.
2.50	3.57	18. Disadvantaged students will endeavor to get by with as much as possible.
4.50	3.60	19. Disadvantaged students are not likely to make up homework assignments.
2.35	2.86	20. Disadvantaged students realize that schools have no authority to back up rules.
2.35	2.86	21. Disadvantaged students frequently are rude and defiant.
2.90	3.50	22. Disadvantaged students have no respect for time and are frequently absent or tardy.
3.50	3.33	23. Mexican-American students are more apt to behave according to school rules than Negroes or poor Whites.

Interquartile Values	
Q2	Q3-Q1
3.50	4.29
9.83	4.38
2.21	4.00
9.90	3.28
2.50	5.79
2.21	3.50
1.50	2.50
2.07	1.84
2.50	3.50
3.17	3.75
3.50	4.80
2.30	4.17
1.50	3.00
9.10	3.75

Category D: Personal habits of disadvantaged students

1. The school has little, if any, influence on their personal habits.
2. They are open, above board, and honest.
3. Disadvantaged students need to place more emphasis on personal hygiene.
4. It is amazing how well they are able to dress on the small income that some of them have.
5. They do not accept responsibility.
6. Grooming and personal appearance is far below the average.
7. They don't seem to know what soap and water are used for.
8. They have no desire to acquire middle class values.
9. They don't seem to care about their appearance.
10. Poor grooming and lack of cleanliness is the rule.
11. They have very poor personal habits and simply are not clean.
12. They have very poor eating habits and unacceptable table manners.
13. Disadvantaged students have a peculiar odor.
14. They make a real effort to be proper in personal dress and appearance.

Interquartile Values	
Q_2	Q_3-Q_1
10.00	4.28
10.10	1.92
2.93	3.33
9.50	3.00
8.78	2.40
2.33	3.60
9.50	3.67
9.00	4.05
10.10	1.07
10.00	1.84
9.21	1.60
10.17	4.94

Category E: Response to learning situations by disadvantaged students

1. You must teach what they need to know and can put to use now.
2. If the material is presented in a meaningful manner, they are more willing to learn.
3. Home work is rarely done, and when it is done, it is of very poor quality.
4. They enjoy learning by doing.
5. If the parents are at all interested, and convey this to the child, the child will try.
6. Many disadvantaged students hated school and teachers before they ever started first grade.
7. Learning depends on the motivation of students, the approach used by the teacher, and the teacher's patience.
8. Motivation is the hardest part, and this is possible only if school work relates to life as it is seen by the disadvantaged.
9. When challenged and understood by the teacher, they are exciting to work with.
10. The disadvantaged student is eager to learn when the learning has meaning for him/her.
11. If students are interested in the subject, they will be more inclined to respond.
12. Any success in teaching these students is due, in large part, to the personality of the teacher.

Interquartile Values	
Q_2	Q_3-Q_1
2.21	3.00
2.33	4.00
8.75	3.10
10.13	1.28
8.83	3.67
9.83	3.84
2.00	3.29
8.00	3.83
2.27	1.78
10.50	1.33
9.67	2.00
2.90	2.60

13. The disadvantaged are more difficult to motivate than other groups.

14. These students do not give the lesson or the teacher a chance to get started before they decide that it is not relevant.

15. Many of these students are trying harder to take advantage of meaningful learning situations when they have the opportunity.

16. If the learning situation is relevant to their life, they will respond.

17. Standards must be realistic and different for the disadvantaged.

18. Curriculum must be relevant--they want help with their immediate problems rather than the future.

19. A considerable percentage of these students come from families with a history of mental retardation.

20. The majority of them have reading problems.

Category F: <u>Abilities of disadvantaged students</u>

1. They do not seem to care about learning.

2. The ability of some disadvantaged students is quite high, and if given the chance, they can be a very valuable asset to the United States.

3. They have ability, but just haven't had a chance to develop it.

4. Blacks and Mexican-Americans are musical by nature, but they do not excel in other subjects or activities.

Interquartile Values

Q_2	Q_3-Q_1	
9.75	2.29	5. They have great, but undeveloped potential.
2.50	3.50	6. Ability is generally low, and they are not interested.
9.79	2.50	7. They have ability, but the teacher must use different methods to utilize their abilities.
10.59	1.34	8. They have a great deal of undeveloped potential.
9.93	1.57	9. They have more ability than most people realize.
9.75	2.29	10. They possess considerable skill in many areas.
9.75	2.29	11. They are especially perceptive and able to identify with others.
10.25	2.11	12. Many of the best students are disadvantaged in some way.
9.17	2.00	13. They possess the same gamut of abilities as other students--they just haven't been able to realize their potential.
9.79	2.00	14. If praised and encouraged, they are often good students.
9.50	2.16	15. They do quite well in work which requires physical dexterity--or manipulative skills.
9.88	2.00	16. These students are creative and can give very good practical solutions to problems.
10.21	1.38	17. Some of these students will be outstanding athletes.
1.93	3.29	18. In general, they have low ability.

Interquartile Values	
Q2	Q3-Q1
2.50	3.08
10.00	2.20
9.00	3.67
10.67	5.59
1.42	3.44
1.83	2.95
2.25	3.29
2.00	4.37
1.75	3.95
1.40	3.88
1.40	3.88
2.15	4.29
2.15	4.29
9.75	3.29
7.75	2.67
7.75	2.67

Category G: Personality of disadvantaged students

1. They just want to "get by."
2. They are very courteous--even more than the average student.
3. They will respond to individual attention and a pleasant atmosphere.
4. They are just great--very warm, cooperative and understanding.
5. They have a chip on their shoulder and are just looking for someone to knock it off.
6. They are mostly hostile, belligerent, and demanding.
7. Individually, they are very nice--but collectively, they are terrible.
8. They are selfish, display negative attitudes, and do as little as they can possibly get by with.
9. They defy rules and are less cognizant of authority than other students.
10. They are very defiant.
11. They never try to please.
12. They must always be the center of attention.
13. They are either very quiet, shy, or they are big trouble makers.
14. They are cooperative and anxious to achieve once they trust the teacher.
15. They are less outgoing than other students.
16. They blossom once they are in comfortable surroundings.

Interquartile Values	
Q_2	Q_3-Q_1
10.50	2.50
8.75	2.67
3.50	4.67
8.50	3.50
2.17	3.84
1.70	3.45
9.50	3.08
2.83	3.50
9.25	3.79
9.50	2.00
9.50	4.40
7.50	2.93
1.83	1.87
3.75	2.63
8.50	4.67

17. When friendship is established, it is done so with great warmth, depth and loyalty.
18. They are easy going and cooperative.
19. They are usually very loud and outgoing--certainly not bashful.
20. The Mexican-American students have pleasant personalities.
21. Gregarious, loud, frank--they surely don't wait for you to speak first.
22. The Mexican-Americans are too quiet and the Blacks are too noisy.
23. Disadvantaged students are really unselfish--even when they have very little.
24. They <u>expect</u> too much in the way of support and supplies.
25. They are grateful for every little bit of interest that is shown.
26. They will confide in you if you can win their trust.
27. They are desperate for love, affection, and acceptance.
28. They are generally easy going.

Category H: <u>Leisure time activities</u>

1. They have a great deal of leisure time, and it is rarely, if ever, used constructively.
2. They spend their time "goofing off."
3. They spend their leisure time just like other youngsters.

Interquartile Values

Q_2	Q_3-Q_1
8.50	2.33
1.34	1.33
4.26	1.37
2.17	2.42
2.50	2.77
1.80	1.87
1.50	3.00
3.50	2.75
8.17	2.75
1.50	1.00

4. Disadvantaged students would like to spend their leisure time more constructively.

5. They spend their leisure time doing nothing--except listening to transistors and watching television.

6. They spend a great deal of time talking to each other on the phone.

7. They roam around on the streets and stand on the street corners and gossip.

8. They are constantly milling around--roaming through the streets, talking on street corners, and in neighborhood stores and eating places.

9. Leisure time activities of these students include such things as stealing cars and going "joy riding," getting drunk, fighting, taking drugs, shoplifting, and destroying city property.

10. If one is to judge by the talk of the students themselves--they spend their time getting drunk, taking "speed," joy riding in stolen cars, and "making out."

11. They spend a great deal of their leisure time just cruising up and down the streets in cars.

12. They like physical activities, but unfortunately, they don't have much chance to participate in school athletics.

13. They do nothing except listen to records and eat.

Interquartile Values		
Q_2	Q_3-Q_1	
3.50	3.00	14. Students who participate in leisure time activities, particularly those not sponsored by the school, soon begin to accumulate in gangs and eventually get into trouble.
		Category I: Motivation of disadvantaged students
10.00	2.13	1. Disadvantaged students are usually quite highly motivated.
9.75	1.63	2. Motivating disadvantaged students is a challenge, but it is a highly rewarding task--if it can be accomplished.
1.46	1.07	3. Disadvantaged students just don't seem to care.
1.50	1.33	4. Disadvantaged students do not bring materials to class and they never have assignments on time.
8.67	2.63	5. Active participation is the aspect of learning which "turns disadvantaged students on."
8.17	2.42	6. Disadvantaged students strive very hard to rise above their environment.
9.50	2.00	7. Disadvantaged students need a "bigger push" to get started, but once the "torch is burning" they move.
9.50	3.00	8. The disadvantaged student is highly motivated to gain acceptance from the peer group.
9.90	1.40	9. Disadvantaged students are highly motivated if they can see a need for what they are learning.
10.26	1.25	10. In order to motivate disadvantaged students, instructional materials must be relevant and meaningful to students --in terms of their immediate needs.

Interquartile Values	
Q_2	Q_3-Q_1
8.50	3.63
8.50	3.00
9.17	3.67
8.17	3.75
8.50	3.37
8.50	3.37
8.50	2.08
2.33	1.92
1.83	1.87
1.83	1.87
2.00	2.20

11. Disadvantaged students are more easily motivated to work on special projects and in groups rather than individually.

12. Disadvantaged students are difficult to motivate, but it can be accomplished if the teacher is patient.

Category J: Attitudes of Disadvantaged students toward school and learning situations

1. Much needs to be done to make learning a personal experience for disadvantaged students.

2. Disadvantaged students feel that the school is not preparing them to meet their immediate needs nor providing them with attainable goals.

3. Disadvantaged students like school if they can be kept interested.

4. They love nothing better than good hard work.

5. If teachers who are sent to teach in target area schools were better prepared for this special task, it would be very helpful.

6. When working with disadvantaged students, it is a constant battle of wits between teacher and student.

7. Disadvantaged students have poor attitudes.

8. They see no good for an education.

9. Disadvantaged students express a dislike for school and are not motivated to learn.

Interquartile Values	
Q_2	Q_3-Q_1
1.50	2.00
2.00	3.42
1.90	1.07
1.90	1.07
9.50	3.63
2.17	1.95
10.00	2.88
3.00	2.50
3.00	2.50
3.50	2.67
2.50	2.00
4.17	3.00

10. No matter how hard the teacher of disadvantaged students tries, it is still "a drag or really stale."
11. Disadvantaged students seem to have the attitude that "school is boring--why do we have to go--I'm not learning anything."
12. Disadvantaged students do not take pride in the school environment.
13. Disadvantaged students do not take pride in their own personal possessions.
14. If the parents and family of disadvantaged students have a good attitude toward school and the value of learning, this will usually be reflected in the student.
15. In general, the Mexican-American disadvantaged student's attitude is very poor.
16. It is imperative that disadvantaged students are motivated--the teacher must create a meaningful learning situation.
17. Disadvantaged students have poor attitudes.
18. They rebel against authority.
19. Some disadvantaged students have a good attitude toward school and enjoy learning--but most do not.
20. Disadvantaged students will not work out alternate solutions to problems, they just give up.
21. Disadvantaged students find the idea of years of preparation for a career vague and without meaning.

Interquartile Values	
Q_2	Q_3-Q_1
2.50	3.12
9.50	3.13
2.07	.72
1.22	1.14
9.90	1.40
1.22	1.14
1.22	1.14
10.10	1.07
9.17	2.25
10.17	1.88
7.30	2.95

22. Disadvantaged students see no need to establish goals and then to find ways of accomplishing those goals.

Category K: Effectiveness of special programs for disadvantaged students

1. Special programs which increase their knowledge of their own cultural background are very helpful.
2. Special programs for the disadvantaged do not have lasting effects.
3. Special programs for disadvantaged students are not a good investment.
4. Disadvantaged students respond well to special programs especially designed to fit their needs.
5. Disadvantaged students are the rejects (inferior people) of society.
6. It will take more than special programs to rehabilitate disadvantaged students.
7. Special programs for disadvantaged students are effective in many cases.
8. Special programs for disadvantaged students will be most effective when they are designed to help the student's entire family.
9. Special programs are effective because they give disadvantaged students a sense of security--a feeling that "someone" cares.
10. Special programs for disadvantaged students are effective when parents understand these programs and participate in them.

Reliability and Validity

The attitude-identification scale will consist of 44 of the 180 statements listed previously . . . 2 favorable and 2 unfavorable statements from each of the 11 categories. Reliability and validity studies will be conducted on the final forms of the scale.

The total number of statements (180) will be administered to a group of approximately 60 individuals. A correlation coefficient will be computed between each item and the total attitude score. The Likert Format will be used to record responses. A test-retest technique will be used to obtain a measure of reliability.

The measurement instrument will then be administered to approximately 60 individuals . . . half of whom are known to have favorable attitudes towards the disadvantaged, and half of whom are known to have unfavorable attitudes towards the disadvantaged. If the instrument produces significant mean differences between the groups, the instrument will be considered valid.

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